

SIERRA EDUCATIONAL NEWS

Vol. XII

SEPTEMBER, 1916

No. 9

The Official Organ of the California Teachers' Association

Published Monthly by the California Council of Education

Editorial and Business Offices, Monadnock Building, San Francisco. Phone Sutter 389

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Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879

Subscription, \$1.50 per Year

15 Cents a Copy

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LAKE TAHOE

CHAMBERLAIN PHOTO

Set big and blue and beautiful in the crown of the Sierras, Lake Tahoe with its tree-bordered shores, its cottages and its rugged slopes, offers every inducement to the camper, the tramper and the fisherman. There is no finer inland body of water in the world. It lies over 6000 feet above sea level with a stretch of twenty three miles in one direction and more than half as far in the other. Of exceeding great depth, quite two thousand feet as maximum, it is as blue as it is clear. Seen first by Fremont in 1844, it was until recent years, known only to a few. Today thousands visit it yearly. Tahoe is an Indian name meaning "Big Water" or "High Water."

Surrounding Tahoe in the high Sierras are snow capped peaks. From it flows the Truckee River. Many beautiful lakes lie in the immediate region, the most historic and one of the most beautiful being Donner Lake, where perished the Donner party while on their way to California in the eventful days of '49.

Editorial

ARTHUR HENRY CHAMBERLAIN

There is issued as a Supplement to the Sierra Educational News, and enclosed with this number of the journal, a Bulletin on State Uniformity and State Publication of High School Textbooks.

State Uniformity and State Publication

This comprises a brief and reports prepared by Committees of the California High School Teachers' Association, Lewis B. Avery, Assistant Superintendent of Schools, Oakland, Chairman; California High School Principals' Association, Noel H. Garrison, Principal High School, Stockton, Chairman; California Council of Education, California Teachers' Association, W. L. Glascock, Principal High School, San Mateo, Chairman.

The demand for the reprint of addresses on State Uniformity and State Publication given before the High School Principals at Fresno, was so great, that it far exceeded the supply. In consequence, several thousand copies of this Bulletin have been published, and may be had at 10c per copy by addressing the Sierra Educational News or the California Council of Education.

This Bulletin sums up the arguments in support of the opponents to State Uniformity and State Publication of High School texts. It answers in a concise and statesmanlike manner, the arguments of the proponents of State Uniformity and State Publication, and covers the ground fully. It is a significant thing that practically all the teachers of the state, through their various organizations, are a unit in declaring in favor of elasticity in the matter of uniformity. Both the educational and economic phases are given full consideration in this Bulletin. It should be on the desk of every teacher, school board member, legislator, librarian, newspaper editor and voter in the state who desires only the best for the public schools.

Four years ago there was organized the California High School Teachers' Association. The sessions have each year been held at Berkeley during the opening days of the University of California Summer School. Successful from its inception, the Association has each year proved of increasing value. The meetings this year, July 10-14, were marked for their far reaching results. Principal Merton E. Hill of Chaffey Union High School of Ontario and Upland, as President of the Association, and Lester W. Bartlett of Pomona High School as Secretary, and their co-workers, are to be congratulated on presenting so rich and varied a program.

There were present this year many high school men and women from throughout the State, who came purposely to attend the meetings. Many

others in attendance had come to Berkeley to participate in the Summer Session. This joint arrangement also enabled the members of the Association to listen to noted speakers who were on the Summer School staff.

The benefits of the California plan of organization, which is causing favorable comment in educational circles throughout the country, were this year exemplified in a significant and concrete way. An arrangement was made whereby the proceedings of the High School Association were published under the auspices of the C. T. A. and issued as the August number of the *Sierra Educational News*. President Hill served as editor and Mr. Bartlett as associate editor of the volume. With the assistance of these men, the matter was financed. The proceedings were thus ready for distribution by the middle of August, instead of toward the close of the school year as heretofore. This fact, and the size of the issue, makes the magazine of great value to reader and advertiser.

Here is a suggestion for other associations and organizations in the state. Any large and permanent measure of success to come to teachers and schools, means the unifying of all educational agencies. It is the purpose of the *Official Journal* to serve every teacher in the State. It is the duty of the C. T. A. and of all other teachers' associations throughout the State to work together toward a common end. As an example of loyalty to the association and service to the teachers, the work of Mr. Hill in planning and carrying through the program and in bringing from the press this volume of 216 pages, calls forth our unqualified approval.

In some quarters there is a noticeable tendency to distinguish between the "regular" and the "special" school studies. The regular studies are taught by *regular* teachers; the special studies by *special* teachers. The regular studies are sometimes characterized as the *traditional* or book studies. The *fundamentals* are members of the regular family. The special studies include drawing, manual training, agriculture, music, physical education, and other equally valuable studies, which, when divided and sub-divided, form a bewildering list of requirements and optionals and electives in the average grammar and high school course.

The matter of relative values aside, it remains to be said that all too often in the minds of many in this progressive-efficiency-preparedness-standardized age, the regular subjects suffer by comparison with the special lines of work. The latter lend themselves to show, to exhibit purposes; the former do not. Is a bond issue needed? Have a school-exhibit day and place on display articles in wood and metal and paper and fabric. Is it desired to show how the school is meeting the needs of the community? Call the neighbors and have them admire the models and things neatly arranged on the tables or fastened upon the walls.

This is excellent. Special studies usually find expression in concrete things. These make their appeal to the pupils; so do they make their appeal to the taxpayers. Bond issues are necessary and the exhibit is valuable as it helps to secure them. If special studies help to tie the school to the community, the exhibit may prove a vital element in telling the story. Let it not be forgotten, however, that there is still a place in these latter days for those studies that are not strong on the show-off quality—those homely studies of reading and literary appreciation, and geography and government, and arithmetic, and writing and spelling, and courtesy.

Our magnificent school buildings, our extensive grounds, our complete equipments for shop and studio and laboratory, our varied programs fitted to meet the needs of individuals and communities—these are evidences of real advance in education. But we sometimes ask on being shown the walls draped with paintings and drawings, “may we hear the children read?”; or when there is displayed for our admiration a cabinet filled with craft work, we modestly inquire what attention these students are giving to arithmetic.

Let no principal or superintendent or School Board member forget that important as the special subjects are, the teacher of the regular subjects must not be penalized because she cannot “show-off” her work as can her associate. And let no regular *common school* teacher imagine for a moment that her work is less dignified or essential than that of the special teacher. The tendency to show-off is to be deplored, whatever the subject. The motto of the school should be “not things, but men.”

At the recent N. E. A. meeting in New York, the statement was made by Dean Thomas M. Balliet of the School of Pedagogy, New York University, that “most normal schools attempt too much in the history of education.” He further stated that “most normal schools attempt too much in psychology,” and that “no normal school gives enough training in such subjects as American history and geography.”

Normal schools have made tremendous progress during the three decades past. Their graduates are, generally speaking, much better prepared to teach than are college graduates who have had no professional training; or graduates of the public school who qualify through examination. But no one who has had to do with normal school graduates or who has had personal experience in a normal school, would, for a moment, question the soundness of Dean Balliet’s criticism.

The immature normal school student will likely be called upon to study the history of education of the pre-Christian period. He may get a smattering of Aristotle or even of Herbart, Pestalozzi or Froebel, but the term is over before he reaches the modern period. He stops just short of getting the very thing that he needs. As a background, a thorough understanding of the

history of education is desirable, but a general knowledge at least of the modern trend of education is essential.

Few normal school graduates know anything of the work of Horace Mann or Henry Barnard. The part played by Susan Blow in the kindergarten movement, or Frances W. Parker in developing the modern elementary curriculum is a sealed book to them. They should be given a brief study of modern educational developments and a short history of methods. Then instead of abstract courses in psychology, many of which are echoes of the work done by the instructor in his college experience, there should be given a very simple, clear, commonsense course dealing with the every-day life of the school.

No student should be graduated from the normal school until he has a good grounding in the study of human nature. He should know the foundation principles underlying school administration. Details of school law are so much lumber to the young teachers, but the significance and application of important schools laws are essential. Above all, no one should be granted a diploma until he has demonstrated superior ability in the fine art of teaching, and as one California County Superintendent puts it, "In the divine art of securing a position." If this were done, we should have fewer graduates turned out each year. It is the duty of the normal school to advise those who, after a thorough test, do not promise success in the profession, to seek some other field of activity. It may even be necessary to request the withdrawal of those who, while excellent students, are not adapted to the work of teaching.

There was brought in with the "new" education a mistaken idea that method was of more value than subject matter; that it was of small moment whether the student was grounded in his *subject*, provided he was thoroughly saturated with *method*. We should know that there can be no method without a knowledge of subject matter upon which method is to be based. Normal schools do not give sufficient attention to the academic side of the subjects they are required to teach. It is wrong to graduate a student who has not a teaching knowledge of all statutory subjects. It is not enough to say that subjects should not be taught in the professional schools; that the high schools should give the proper training in subject matter. The fact is, the high school, while offering excellent training in such subjects as history and geography and other common branches, does not and cannot offer the grounding that is necessary in these subjects as a preparation for teaching. It is necessary that emphasis be placed on them in the normal school. If the course in professional schools must be lengthened, well and good.

When normal schools offer courses preparing the teacher for work in the rural schools instead of in the city schools only; courses dealing with the planning of school buildings; the purchasing of books, supplies and equipments; proper expenditure of funds; organization and management, and such important problems, they will more nearly meet the demands imposed upon them.

THE VOYAGE OF THE S. B. WHEELER

California's Pioneer River Steamboat

BY WILLIAM F. VROOM, NEW YORK CITY

IN these days of transcontinental railways and telegraph lines, it is difficult to realize that, within the memory of many persons now living, California was but a strip of Mexican territory stretching along the Pacific Coast, little known and almost inaccessible from the Atlantic States. The white population was confined to the Missions of the Franciscan Fathers and the few settlements established by adventurers whose wanderings by land or sea had ended there.

Almost simultaneously with the ratification of the treaty with Mexico, which added the tract now known as California to the United States, came the discovery of gold, when the scene suddenly changed, and men from all parts of the Union rushed to the El Dorado which promised fabulous wealth to all who dared to join in the quest.

The sudden increase of population in 1849 of course created a demand for all things pertaining to civilized life, not least of which must be included the modern means of transportation. Small steamers for river traffic were needed, but how to obtain them was a difficult problem. Under existing conditions they could not well be built there, and they could not undertake the voyage around the South American continent from the Atlantic Coast. Nevertheless, a steamer arrived in California and went into commission on the Sacramento river in 1851.

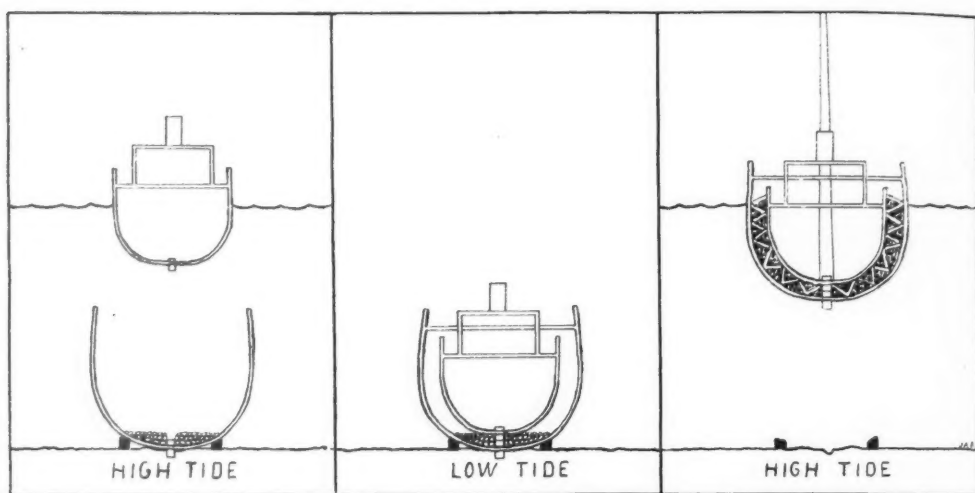
It was Captain Henry Eastman, ship-builder, of St. Stephen, N. B., who conceived and carried out the idea of sending a steamer around the Horn in the hold of a sailing vessel. Captain East-

man's yard was in the town of St. Stephen, on the St. Croix river, which there forms the boundary between the State of Maine and the Province of New Brunswick. Here, early in 1850, the keel of the "Fanny," a bark of 700 tons, was laid down by Wm. Hinds, master builder, and in the fall of the same year the vessel was launched.

The Fanny was built with a view to carrying the steamer "S. B. Wheeler" as her first cargo, to California, and the means by which this was accomplished was ingenious and novel, as well as successful. The vessel was built with deck-beams and knees secured by screw bolts which could easily be removed. After launching, she was towed to "the Ledge," a deep-water harbor on the St. Croix, and there, being well ballasted with stones, was scuttled. It should be remarked here that the spring tides at this point rise and fall not less than twenty-six feet maximum.

At high tide, the Fanny's deck-beams having been removed, the steamer was floated over the sunken vessel and gently settled down into her hold as the tide ebbed, grounding, as I was informed by an eye-witness "within three inches of where Mr. Hinds wanted her." At low tide, the holes in the vessel's bottom were stopped and she rose with her cargo on the flood.

The S. B. Wheeler was a small steamer formerly plying between Eastport and Calais on the St. Croix. I have not been able to ascertain her tonnage or dimensions, but know that her height from keel to deck about filled the space between the



J. A. BEEK, DEL.

deck and keelson* of the bark. The deck-beams of the Fanny were replaced, some of them passing through the steamer's cabin, the keel of the steamer was made fast to the keelson of the bark and the masts of the latter were stepped on the steamer's keelson. Ties and braces were inserted wherever necessary to prevent the possibility of shifting and the Fanny was rigged and made ready for sea. Coal was then stowed in the hold outside of the steamer, which further contributed to the stability of the cargo.

Among those to whom I am indebted for information concerning this incident was the late Mr. Ed Martin, of Santa Cruz, Cal., who has given me more first-hand testimony than I have obtained from any other source.

Regarding the voyage, Mr. Martin says:

"The bark 'Fanny' sailed from the Ledge, December 24, 1850, for San Francisco, under command of Captain Foster, an American; Wm. Wallace, first mate; James Cassels, second mate. The Fanny anchored at Eastport, Maine, and spent the Christmas of 1850 at that port. The

weather was cold and stormy, and we were glad to leave Eastport the day after Christmas. In a few days' sail we were in a warmer climate. After a good voyage of 133 days, we reached San Francisco.

"This novel way of carrying a steamer was the subject of much discussion. It was prophesied that the vessel and her cargo would never reach their destination; but, in spite of all forebodings, the Fanny arrived in San Francisco in good shape and with her cargo intact. The Fanny was taken to Benicia, and there relieved of her steamboat. Soon afterwards the S. B. Wheeler was running on the Sacramento river, or rather on the San Joaquin, between San Francisco and Stockton. After running on this route for some time, she was taken off and sent to the Sandwich Islands, where she was wrecked on one of the reefs.

"Among those who came out in the Fanny were John Lockhead, who was engineer on the Wheeler during her run on the San Joaquin river; Alexander Campbell, a lawyer, of St. Stephen, afterwards elected Judge of a District

* The keelson is a timber resting longitudinally on the ship's bottom, inside, and firmly bolted to the keel.

Court in San Francisco; J. B. Loudon, of Chamcook, N. B.; Samuel Robinson, of St. Stephen, carpenter, and Edward Kelly, caulker. My impression is that Eastman did not realize much from this trip, or from the revenues of the S. B. Wheeler. John Lockhead, the engineer, settled in San Francisco, sent for his family, and became quite prominent in his profession."

Mr. Martin served as a sailor boy during this voyage and never missed his "trick at the wheel." Mr. Eastman offered him the position of second mate on the return trip, but the offer was declined, as the young man had no great liking for the sea life. Subsequently, he took up the practice of law, and settled in Santa Cruz, where he was for many years a leading citizen. Mr. Mar-

tin died at the age of 81, soon after writing the above narrative.

Samuel Robinson, the carpenter mentioned among those who sailed on the Fanny, superintended the unloading operations and restored the vessel to a sea-going condition. The Fanny made a safe return trip, but was wrecked soon afterwards.

I am greatly indebted to Mr. R. L. Porter, of Salinas, Cal., for placing me in communication with Mr. Martin, who was then, with possibly one exception, the only survivor of the party who accompanied the Wheeler to California. Mr. Porter distinctly remembers the launching of the Fanny.

In view of the recent transportation of submarines by stowing them inside of the "kangaroo" steamers, this incident of sixty-five years ago reminds us that "there is nothing new under the sun."

THE VACATION SCHOOL AND ITS SUPPORT

HORACE M. REBOK

SUPERINTENDENT OF SCHOOLS, SANTA MONICA, CAL.

THE work of the vacation school is as profitable as any work done by the school at any time of the year, both from the standpoint of the child and from the standpoint of the taxpayer. In the main, only those pupils enroll who most need the services of the school at this particular time in their educational life, and they generally are most responsive to the serious work of the school. Pupils enroll for what they want, and what they need. They have definite aims and purposes.

The results of the vacation school show that a higher per cent of pupils accomplish their undertakings than at any other time. The new success of the pupil in his or her summer work gives renewed inspiration and hope, and a broader out-

look on all life. This applies especially to pupils who have felt that there is little for them except the humdrum of routine in a course based on tradition and formalism as to time, speed and circumstance, intended by an academic system for the so-called "average pupil" who must have his course prescribed in doses and administered with the regularity of seasons. It applies as well to the pupil who has fallen behind because of sickness and other untoward circumstances, or to the dullard who must have more time to travel the same course encircled by the "average pupil" in four years of mortal life. To all there comes a revival of interest and a more cheerful attitude toward all school work.

TRADITION BROKEN DOWN

The vacation school is indefinitely valuable also because it breaks into the traditions of the past. It is a mighty enlightening thing to discover that civilization can survive if school opens at 8:30 in the morning instead of 9 o'clock, and that children can successfully learn geography, history and literature in July and August without denying the faith of the fathers. The vacation school, like the evening school, the intermediate school, and a hundred other departures that have arrived since others beside preachers, doctors and lawyers were conceded to be entitled to the privileges of the school, teaches teachers, the youth and the adult population of the community that traditions and customs are valuable only as they contribute to the welfare and happiness of the individual and society, and that they must be cast aside just as fast as they get in the way of the larger development of the intelligence and conscience of the individual and the consciousness of society in its development toward a higher and more intelligent civilization. The hope of the individual and the hope of society collectively lie mainly in the ability and success of public education to break down traditions, superstitions and the formalisms of a dead past and reconstruct the thinking of the individual in accord with the principles of a new and scientific age, and even the vacation school does an important part in breaking down traditions wholly worthless to the present age.

MONEY VALUE OF VACATION SCHOOLS

The vacation school is financially profitable to the community and the state. Assume \$45.00 as a fair average of the cost of schooling a child one year in the elementary school. Example: Miss

Monica has twenty-one pupils enrolled in her summer class, seven of whom are precocious youths who have chafed under the restrictions of proscription and are working for advanced standing, five pupils have failed of promotion and are making up back work, and nine pupils are reviewing certain subjects to strengthen their work, and taking some extra work in manual training or domestic science. Here, again, traditions are broken into, because the Censor of Opinion is not so well on his job in vacation time as when "school is in session" and some of the boys have gotten mixed with the girls in the cooking classes and some of the girls are so unconventional as to be over with the boys sawing wood and making unladylike noises with chisels and mallets.

At the end of the vacation school, it is discovered that Miss Monica has recommended six of the seven pupils working for advanced standing, and the five making up back work, for promotion, and her recommendations are approved. Teacher and principal are wise in the affairs of the school, and also to human nature, and say they not a word to the Censor of Opinion. The following school year, the eleven children promoted in the vacation school fall into the hands of six different teachers and all make their promotions in the advanced grades with marks well above the average.

If the average cost of schooling a child in the elementary department for one year is \$45.00, these eleven promotions during the regular session of the school would have cost eleven times \$22.50, or \$247.50. The salary paid Miss Monica for six weeks' work in July and August, one-half day for six days a week, was \$120.00, so you see Miss Monica earned her salary and saved the state, net, \$127.-

50, besides giving assistance and joy to ten children in addition to those promoted. The above example is not imaginary or exceptional, but is typical of a well organized and conducted vacation school.

STATE SUPPORT REQUIRED

This example has its further lesson. It is the business of the state and county to contribute to the support of the vacation school, as well as to the support of the regular session. The \$247.50 earned by Miss Monica in the above case was earned for the state and county, as well as for the local community, but the local community had to foot the entire bill. For the state to longer withhold financial aid from vacation schools is unfair, niggardly and cowardly. Let the state be honest and say that it is not *afraid*. The state should be less afraid than the local community, and yet it so happens that such innovations against tradition and custom must first be fought out by local communities. The service that is rendered by the vacation school is rendered for the state; let the state pay for services rendered, and not merely according to the traditions and dogmas of the past. Let the state say that public morals and reverence for the fathers will not suffer if school should be in session on a Saturday forenoon in July or August. This is a bold and daring thing for a state to

say, but let her buckle on her strongest armor and say it, even in the teeth of the Censor of Sacred Tradition, and the catastrophe that follows will not be greater than the world has learned to bear in the present cataclysm now wrecking the civilization of Europe.

Public education is public service. The state should pay according to the service rendered. The only fair and honest basis upon which the state can rest its appropriation for education is such a basis as will pay for its part of the whole service rendered, instead of paying for a fractional part of the service rendered according to an ancient custom. This may easily be done if the state will frankly fix the number of days in a minimum school year and make that number the common divisor of the whole number of days' attendance for the whole school year in obtaining the average daily attendance for every school district in the state. On this basis the state would pay exactly according to the service rendered and would free itself from the charge of discrimination against the most progressive communities of the state. While doing this, it would offer one of the strongest incentives for more progressive school administration in those localities where education has continued to be a tradition rather than a realization.

The California School System has an interesting history. While visiting schools recently in some of our Northern counties, we came across a man at Hopland in Sonoma County, who showed us a worn and stained copy of the Sonoma Bulletin, issue of August 13, 1853. This issue was No. 9 of Vol. 2. The Sonoma Bulletin was probably the second oldest paper in the state, the Alta California being the first newspaper published. The Bulletin was issued on Saturdays as a weekly.

Of particular interest was the official notice relating to school law. There appears in the paper the full text of "An act to be entitled An Act to be amendatory of and supplementary to an act entitled 'an act to establish a system of common schools,' approved May third, eighteen hundred and fifty-two."

The paper is in possession of Mr. W. L. Dooley of Hopland. The editor of the Bulletin was Mr. A. J. Cox.—(A. H. C.)

THE N. E. A.

ARTHUR H. CHAMBERLAIN

FROM many points of view, the meeting of the N. E. A. in New York, July 3-8, was one of the best ever held. There were many eminent men and women as speakers; the topics were timely and well presented; the spirit of the meeting has never been excelled; New York behaved perfectly in the matter of weather; local authorities left nothing undone for the comfort and entertainment of the visitors; President Johnson showed a statesmanlike judgment and tact in his handling of the meeting, and Secretary Springer demonstrated to the fullest degree his ability as an executive officer, meeting every situation with decisiveness and courtesy.

Aside from the meetings themselves, the visit to New York was an education in itself. Schools, museums, art galleries, libraries and educational institutions of every grade and character were thrown open to the teachers. There were receptions, entertainments, excursions to points of historic interest, both in the city and in the surrounding country.

It is to be regretted, however, that the time and energy of those who attend an educational convention, whether the N. E. A. or a meeting in our own state, must be given up to listening to addresses of welcome and responses. There were a number of addresses of welcome on the New York program. One would have been sufficient. In common also with practically every other educational convention and institute in the country, there were too many speakers upon each program. Teachers go to a great city to *see as well as hear*. Two addresses, or at the most three, in a given session, is all that can profitably be given.

Madison Square Gardens, where the general sessions were held, is certainly

not an ideal auditorium for meetings of this kind. The acoustic properties were anything but good, and only those speakers of experience could be heard more than a few rows from the front.

It is worth while here to note another thing. When a program has been made, no one, even with an important message, should be allowed to break in, and thus displace, or prolong the time of meeting. Policy or politics or consideration for some local organization often prompts the presiding officer to allow some disarrangement of his program. This is an injustice to the members of the organization themselves. These criticisms have a direct application to our county and state meetings as well as to the N. E. A.

OFFICERS

The President for the coming year is Robert J. Aley, President of the University of Maine, and retiring President of the National Council of Education. First Vice President, David B. Johnson, South Carolina; Vice Presidents, Mrs. Mary C. C. Bradford, Colorado; Cornelia Winslow, Arizona; Charles J. Knock, Maryland; J. A. Churchill, Oregon; F. W. Longanecker, West Virginia; F. W. Winne, Oklahoma; W. R. Siders, Idaho; Mrs. Josephine Corliss Preston, Washington; Mrs. Frances E. Harden, Illinois; J. L. Henderson, Texas; Payson Smith, Massachusetts. Secretary, Durand W. Springer, Michigan; Treasurer, Miss Grace M. Shephard, Idaho. Member Board of Trustees, Walter R. Siders, Idaho. Mrs. Susan M. Dorsey, Assistant Superintendent of Los Angeles Schools, was re-elected State Director. Miss Elizabeth Sherman of Oakland was re-elected to the National Council for a six year term.

APPROPRIATIONS

More than \$9,500 was appropriated for the work of the committees now investigating. It was requested that several of the committees now at work make final reports in 1917 and 1918.

Appropriations for committees were as follows: Committee on Salaries, Tenure and Pensions, \$1000; Committee on Health Problems in Education, \$1000; Committee on Vocational Education and Vocational Guidance, \$500; Committee on the Improvement of Physics Teaching, \$200; Committee on Superintendents' Problems, \$500; Committee on Economy of Time in Elementary Education, \$250; Committee on Culture Element and Economy of Time in Education, \$50; Committee from Library Department, \$125; Committees from the Department of School Patrons, \$50; Committee on a National University, \$500; Committee on

Problems of High School Libraries, \$50; Committee on Visual Instruction, \$30; Committee on Elementary School English, \$150; Committee on Rural Education, \$1000; Committee on Military Training, \$500.

It was further recommended that the President of the Association be authorized to name a committee on Elementary School English to act jointly with a similar committee appointed by the National Council of Teachers of English and that for the use of this joint committee, an appropriation of \$150 be made; that a committee on Rural Education be named by the President of the Association, and that \$1000 be appropriated for this work. The Committee on reorganization were on recommendation, allowed \$2000 for expenses incurred in this work. An item of \$950 incurred by the Committee on Grammatical Nomenclature, which completed its work in 1913, was ordered paid.

REPORT OF THE COMMITTEE ON RESOLUTIONS

National Education Association

Rural Life

Resolved, That the President of this Association be authorized to name a committee of five active members, of which committee the President of the Association shall be a member, to request the President of the United States to appoint a commission to investigate and report upon the condition of the woman on the farm and of the rural home of the United States.

Citizenship

Resolved, That the National Education Association endorses the co-operative movement for the promotion of citizenship education inaugurated by the Bureau of Naturalization of the Department of Labor.

Education of Immigrants

Resolved, That the National Education Association urges upon the Congress of the United States the appropriation of fifty thousand dollars to be administered through the

United States Bureau of Education for the purpose of disseminating information as to the methods, standards, and established practices in the education of immigrants, and in stimulating the extension of the necessary educational facilities looking to the Americanization of the foreign-born or alien residents of this country.

Suffrage

Resolved, That the National Education Association again declares its belief in equal suffrage for men and women and urges upon its members the support of such measures as will hasten the consummation of this end.

Professional Standards; Salaries; Tenure

Resolved, That the National Association calls the attention of the American people to the fact that teaching is a profession demanding for its successful practice a technical training that will put the teacher in possession of professional standards; that

these professional standards can be maintained only by the employment of superintendents, supervisors, and teachers who have unquestioned professional qualifications for their work; that the members of the teaching profession can have and serve but one client, the public; that the public, therefore, owes a duty to itself and the members of the profession to see to it that only professional considerations enter the employment, retention and dismissal of teachers. The Association believes that the public can elevate and strengthen the professional status of teachers and thereby serve itself by securing legislation that shall embody the following provisions:

1. The powers and duties of superintendents of schools should receive definition by legislative enactment. Definite professional qualifications should be required of all appointees to office. The term of the superintendent of schools should be not less than three years; the power of nominating all teachers and members of the educational staff should be given the superintendent.

2. The tenure of office of teachers should, after a probationary period, be permanent. Removal should be possible only for inefficiency, immorality or grievous neglect of duty. Salaries should be fixed so as to insure teachers a standard of living in keeping with the professional demands made upon them. Retiring allowances or pensions should be provided either by state, or local action.

Military Training, Educational in Aim

Resolved, That the National Education Association gives expression again to the consciousness that the school is an institution developed by society to conserve the well-being of humanity, and that on this solid foundation all subordinate aims and uses of the school should be made to rest. Assembled as it is in a time of world-wide disturbance, doubt, and uncertainty, and of consequent national concern, the Association affirms its unswerving adherence to the unchanging principles of justice between persons and between nations; it affirms its belief that the instruction in the school should tend to furnish the mind with the knowledge of the arts and sciences on which the prosperity of the nations rests and to

incline the will of men and nations toward acts of peace; it declares its devotion to America and American ideals and recognizes the priority of the claims of our beloved country on our property, our minds, our hearts, and our lives. It records its conviction that the true policy to be followed both by the school and by the nation which it serves, is to keep the American public school free from sectarian interference, partisan politics, and disputed public policies, that it may remain unimpaired in its power to serve the whole people. While it recognizes that the community, or the state, may introduce such elements of military training into the schools as may seem wise and prudent, yet it believes that such training should be strictly educational in its aim and organization, and that military ends should not be permitted to pervert the educational purposes and practices of the school.

Committee on Resolutions

William B. Owen, Principal Chicago Normal College, Chairman; W. C. Bagley, Professor of Education, University of Illinois; E. C. Bass, Superintendent City Schools, Greenville, Miss.; Arthur H. Chamberlain, Executive Secretary, California Council of Education; Frank M. Harper, Superintendent, City Schools, Raleigh, N. C.; Nathan C. Schaeffer, State Superintendent of Public Instruction, Pa.; H. H. Searley, President State Teachers College, Cedar Falls, Iowa; M. P. Shawkey, State Superintendent of Public Instruction, W. Va.; R. J. Tighe, Superintendent City Schools, El Paso; George L. Towne, Editor, Nebraska Teacher, Lincoln, Nebraska; J. E. Walmsley, Professor of History, Winthrop Normal and Industrial College, Rock Hill, S. C.; H. J. Waters, President, Kansas State Agricultural College, Manhattan, Kansas; Alvin N. White, Superintendent Public Instruction of New Mexico; A. E. Winship, Editor, Journal of Education, Boston.

We are in need of copies of the following numbers of the *Sierra Educational News*:

February, March, May and June, 1915.

January, February, March, April and May, 1916.

If those having extra copies of these issues would send them to us, this courtesy would be thoroughly appreciated. (Editor).

IMPORTANT UTTERANCES AT THE N. E. A.

The War and Education

JAMES E. RUSSELL

DEAN, TEACHERS' COLLEGE, COLUMBIA
UNIVERSITY, NEW YORK, N. Y.

In a world war a world-wide adjustment is taking place. Even America must reckon with a new concept of the state, and with it expect a new type of public education.

The power of the schoolmaster stands clear in the record of German education. A few generations have seen the German schools almost single-handed develop loyalty to a cause, and obedience to authority, cultivate the arts and sciences, develop industry, and direct trade—all in a way that is the envy and despair of the rest of the world.

The Prussian of the nineteenth century just had to be a soldier. The first duty of the German school has been to prepare boys fit in mind and body for military service. Military rule demands obedience; the German school fixes implicit obedience irrevocably in the character of the German boy. Everything comes from authority; the boy does not recite, he learns what is given him. Religious instruction begets respect for authority and obedience to superiors. Patriotism is taught in the language, the history and the literature of the Fatherland.

For purposes alike of peace and war productive industry is needed. German trade and commerce have grown as no other country's, due to skill and training in the workmen and to intelligent direction from above. The German continuation schools have led the world in supplying skilled workmen, while higher education has cooperated in furthering a world-wide trade.

The German state takes full control over this system of education. It trains the teachers, inducts them into office, fixes their salaries, pensions them in old age; prescribes the curricula, defines methods of instruction; and by a system of examinations at once judges the output and controls the entrance to all professions and the public service—all to the successful "making of God-fearing, patriotic, self-supporting subjects of imperial Germany."

Our business is to consider anew the rights of the American citizen and his duties toward the state in order that our professional experts may do their part in the realization of those ideals for which this nation stands. What we need in America is a system of educational administration that shall eliminate the politician; a professional spirit that shall put the public good ahead of personal gain; teaching and school management that shall appreciate reasonable law and secure voluntary obedience to constituted authority; and finally, educational leadership that shall rise indeed to the heights of patriotic statesmanship.

Effects of the War

G. STANLEY HALL

PRESIDENT CLARK UNIVERSITY,
WORCESTER, MASS.

This war, like all wars, brings members of a common country together, physically, mentally, morally. It subdues the individual to the good of the larger whole, brings a new solidarity both in the trenches and at home, gives perspective of things worth dying for. The already voluminous psychology of the war shows how patriotism is becoming a foreschool of religion. Thus, besides all

the regression to basal and bestial instincts involved in the brutal struggle to survive by killing an enemy, there is another side, viz., the revival of the instincts of altruism, self-sacrifice and subordination. Men go back also to the religion of their youth and their parents. They feel again the closest of the old clan ties of brotherhood. Parties, creeds, races, tend to come together. Labor and capital, colonies, feminism, suspend antagonisms and fall in line, realizing that the state is only their larger self.

Normal School Courses

J. ASBURY PITMAN
PRINCIPAL STATE NORMAL SCHOOL,
SALEM, MASS.

This is an age of specialization, and the normal schools are essentially vocational institutions, yet we should not forget that the teacher should possess a more thorough general education than four years of high school preparation can afford. Courses of study in the elementary department of the normal school should be of sufficient length to include more of the cultural element than is possible in two years. A course of three years is hardly sufficient for the adequate preparation of teachers of the junior high school or of supervisors, principals, and superintendents, if we are to enter into successful competition with the colleges.

Normal School Curricula

THOMAS M. BALLIET
DEAN, SCHOOL OF PEDAGOGY, NEW YORK
UNIVERSITY

I frankly concede that our best normal schools give teachers a more effective professional training than our colleges. My criticisms are therefore those of a modest admiring friend.

The emphasis which normal schools lay on method and on practice teaching is admirable. It is here where colleges and universities are weakest in their departments of education.

Most normal schools attempt too much in the history of education. Ancient and medieval education has no meaning for normal school students. They do not know enough history and philosophy to comprehend it, and it is of no use to them. It belongs not even in the college; it belongs in the university. A short history of methods would be of value to them, but this is never given.

Most normal schools attempt too much in psychology. The psychology needed is a very simple general course, followed by the psychology of the school studies.

No normal school gives enough training in such subjects as American history and geography. Elementary school teachers do not know enough to teach these subjects. Normal schools should require at least a daily lesson for an entire year in each of these subjects. Students should, however, not review text-books, but be taken over a number of volumes of Fisk, Parkman and Rhodes, and over books on modern physical geography, meteorology, elementary astronomy, and commercial geography. Normal schools should cease spending their time on reviewing high school studies, assuming that their students are high school graduates.

Seventh and Eighth Grades

DAVID SNEDDEN
PROF. OF EDUCATIONAL SOCIOLOGY, COLUMBIA UNIVERSITY, NEW YORK

The essence of the Junior High School for all pupils over twelve years of age (and all these should be admitted to the Junior High School) consists in the pos-

sibilities of so arranging curricula that a large portion of the studies for the average pupil shall be elective. This means opportunities for adaptation; it means possibilities of requiring greater thoroughness in those studies which the pupil takes; it means added opportunities, on the one hand, for specially talented pupils, and on the other for the meagrely gifted; it means special teachers for special studies and also for special groups of pupils; it means, in short, the dawning of opportunities for a truly democratic education adapted to twentieth century America.

The Six-Three-Three-Plan

JOHN M. MILLS

SUPERINTENDENT OF SCHOOLS
OGDEN, UTAH

The essentials of the eight grades should be mastered in six years instead of eight. Giving the child an opportunity of self-expression should be incorporated in the course of study. The child should be studied more, and the course of study less. Programs should be made up of work, play and study. There is just as much education in work and play as there is in book study. Ample facilities in art, music, sewing, cooking, woodwork and other industrial subjects, and facilities for play and recreation, will eliminate truancy.

Three years should comprise the Junior High School. Work, play and study should be the program here. Any boy or girl of proper age who can find better industrial work outside of school, for a portion of the day, should be allowed to do so, care being taken against exploiting the child, and against his working at unsuitable employment, and during unsuitable hours. Teaching children to work is

important and necessary. A system of child slavery is disgraceful. In Senior High School, students should be encouraged to make their own living, relieving their parents of the burden. A sentiment should be developed that any boy or girl who graduates from high school, not knowing how to make his own living, should consider himself not only uneducated, but disgraced.

Reality in Elementary Curriculum: Science

C. L. EDWARDS

DIRECTOR OF NATURE-STUDY, LOS ANGELES

Nature-study begins at home with the familiar pets. From brain cells and vertebrae to the distribution of nerves and muscles; from teeth and the digestive processes to excretion and reproduction, every fact of structure and function goes to establish the broad relationship of all animals including the human species.

Excursions to park, zoo and museum are as necessary as lessons in spelling and arithmetic. Supporting state laws we collect destructive pests and protect animals who assist man in conservation. The annual nature-study exhibition is the culmination of the year's course.

Unifying Kindergarten and Primary Grades

LUELLA A. PALMER

ASSISTANT DIRECTOR OF KINDERGARTENS,
NEW YORK CITY

More actual experiences should be introduced into both kindergarten and primary grades. These experiences should instigate search for knowledge and its testing. Instead of directed study about things children should live among things which provoke right study. Handwork, instead of being treated as incidental or

as a subject in itself, should present live problems for study, and for individual solution and should arise out of the demand for enriching future experience.

In both kindergarten and grade more attention should be paid to the child's feeling towards a result. It is through the use of the child's impulses and instincts that the growth of the child will be organized. True organization means that an impetus will be gained towards future organization and in the right direction.

The Greater Thrift

S. W. STRAUS

PRESIDENT AMERICAN SOCIETY FOR
THRIFT

Summed up, the Greater Thrift is personal economics in its broadest sense. It is the art of true living, and should be the spirit of the Twentieth Century. That there is need for the scientific teaching of thrift is shown by the fact that more than one-half of the families occupying homes in America are renters, and three million of these homes are mortgaged.

Out of 100 men who die, as shown by Surrogate Court records, three leave estates of \$10,000, fifteen others leave estates of from \$2,000 to \$10,000, while 82 of every hundred leave no income-producing estates at all. Thus out of every 100 widows only 18 are left in good or comfortable circumstances; forty-seven others are obliged to go to work, and thirty-five are left in absolute want. Out of 100 average citizens in the United States at the age of 55, three are independent or wealthy, fifty-six are compelled to work for a living and have no other resources, while thirty are more or less dependent on the charity of society, their children or their relatives.

If character building and sensible living and thrift, in its broadest sense, are worth while, then why not lay the foundation right? Why not teach these things scientifically as we teach farming, cooking and all branches of education?

You cannot teach a boy to be a money-maker—that is a knack, but you can teach him to live a sensible life; to spend his earnings wisely; to save judiciously. On the other hand, the boy who is a natural money-maker, generally speaking, acquires wealth when he matures. In his school days we can so mould his character that when he becomes a prosperous citizen he will employ his accumulations as a sacred trust, using them to the greatest good for himself and his fellow men. We can teach him by the examples of worthy and successful men that it is more praiseworthy to succeed in good citizenship than to be a glorified butcher on a battle field.

A few weeks ago I received a letter from a western governor, who told me that a wealthy citizen of his state had written for advice regarding the advisability of endowing a chair for thrift in a great western university. This shows the progress of the thrift movement.

I believe the time will come in America when thrift—the Greater Thrift—will be taught in our institutions of higher learning, and I believe the time is near at hand when personal economics will be taught in the grammar schools, high schools and the normal institutions. I believe that at the present time we are neglecting to train our boys and girls to live up to this important function of good citizenship, and that nothing now in the curriculum of our schools is more important than the study of thrift.

PROPOSED BUTTE COUNTY CHARTER

J. D. SWEENEY, RED BLUFF

BUTTE County has practically completed its new charter for submission to the voters this fall. In relation to the county superintendent of schools the following is practically the plan adopted. A county board of five directors, one from each supervisorial district, shall be elected by vote of the entire country. This board shall appoint the county superintendent, a deputy, and three other teachers, these five to constitute the county board of education. Among other qualifications, the superintendent must be a holder of a regular elementary or high school certificate, must have not

less than five years actual experience, and must reside in the county during term of office. The term is fixed at two years. The superintendent must secure under direction of the board of education all supplies, and from the bids adopted, all schools must secure their supplies, etc. Each school, city schools excepted, must be visited at least twice each year, such visits to be not less than six hours each. Special reports of progress and of the condition of each district are provided for. This plan may be changed before the final submission of the charter.

PSYCHOLOGY AND THE GRAMMAR SCHOOL

JOHN ROLAND HAWKINS, SATICOY

WHAT comes of all this talk about the influence of early environment, the plastic state of the young, and the like? If a practical application were to be made of such knowledge it would seem to center about the grammar school period. They say that by the time the child graduates from grammar school the major portion of his habits are formed. Granting that these deductions are correct, it would seem that the grammar school plays the chief role in the education of the race. It would also seem that perfection should be as seriously sought for in the grammar school as in the high school or colleges.

Now from such meditations let us turn to a few obvious facts. First consider the housing of the grammar schools and high schools. Almost any town or city will offer specimens for investigation. I know of one town that condemned its high school building and after the new

high school was built they housed the grammar school in the old building.

The selection of teachers is another evidence of our opinion of the grammar school. No ambitious teacher will tarry long in the grades because the work is not appreciated. This is shown by the salaries offered and the preparation required as compared with that of the high school. It would seem that in the light of those important facts which psychology has demonstrated that instead of having to select teachers for the grades who are just beginning their career or of taking the superannuated cast offs from the higher institutions, the grammar schools should represent the highest achievement of the teaching profession.

The chief reason for this neglect of the younger children is simply that their consideration is not fully understood by the people and their feeble protest is of course lightly heeded. When the child

has arrived at the age where he can bring an influence to bear upon his education it is too late, the critical period of his training is forever past. One is inclined to feel that those who are responsible for school legislation receive a preponderance of influence from the higher institutions. Upon what basis is an allowance of three to one made in favor of the high school maintenance?

Somebody must champion the cause of the young and the weak. Discrimination against such has ever been the failing of humanity. There is no other period in the process of education that is more important than the grammar school period. Passive acquiescence does not justify withholding from the child at this time the highest and best influences for these are to mould the greater portion of his life's habits.

PENSIONS IN NEW YORK

JOHN PURROY MITCHELL, MAYOR

Hon. John Purroy Mitchell, mayor of New York City, said recently:

It is now several years since it has been fully recognized that all the pension funds of employees of the City of New York are on an unsound basis and that most of them are bankrupt. Mayor Gaynor appointed a commission to devise a sound pension policy for the city. This commission has been continued under the present administration and is now completing its work.

The first fund with which it has dealt was that of the teachers. The commission has submitted a plan to place this fund upon a sound actuarial basis. It necessitates increased contributions by both teachers and city. The teachers in the past have contributed approximately \$588,000 per year. The plan of the commission calls for contributions by the teachers ranging from 3.20 per cent. to 8 per cent., graduated upon the basis of the unexpired period of active service. It calls for the assumption by the city of all liability to existing pensioners. The city's contribution in the first year would amount to \$1,500,000, and would increase to a maximum of about \$4,000,000 for the period during which the maximum load for pensions to persons now in the service is being carried. This is because of the accrued liabilities to the present service. The commission suggests that this amount

may be funded over a period of, say, sixty years, which will spread the payments out over a longer time and prevent the maximum load exceeding \$2,500,000 per annum for this liability. New entrants to the system would contribute an average of 4.6 per cent. of their salaries, the city contributing a like amount, the city's ultimate liability under this plan being dependent upon the number of teachers in the system. On the basis of the present pay roll of \$30,000,000 for 22,000 teachers the total charge would amount to \$1,380,000 per annum.

Recognizing that the principle of pensions for superannuated faithful employees is sound both in business and in morals, and is today applied by all great business corporations, the administration approved a bill carrying into effect the recommendations of the Pension Commission, transmitted it to Albany and caused it to be introduced into the legislature. The Bill passed the Senate, but most unfortunately was defeated in the Assembly. The principle and plan of this bill will undoubtedly ultimately become law, but the delay occasioned by the Assembly will prove, I fear, a great hardship to the old pensioners and teachers of the system.

Further reports from the Pension Commission relating to the other pension funds of the city will be dealt with as presented.

COUNTY AND CITY SUPERINTENDENTS' CONVENTION*

ARTHUR H. CHAMBERLAIN

THE Convention of County and City Superintendents convened at Lake Tahoe, August 23-26, the meetings being held in the pavilion at Tahoe Tavern. Honorable Edward Hyatt, Superintendent of Public Instruction, was elected permanent President, and Miss Perle Sanderson, County Superintendent of Colusa County, Secretary.

There were present, in addition to the major number of county and city superintendents in the state, fully a dozen supervising principals, together with members of the State Office, Commissioners of Education, State Board of Education, representatives of Publishing and School Equipment houses and others, all of whom were, by courtesy, made members of the convention.

Superintendent Hyatt, in his introductory remarks, emphasized the fact that there were certain fundamental and important questions applying equally to the county and city superintendents, and for this reason, it was well that all supervising officers should meet together. He pointed out that the convention was organized mainly for the purpose of considering matters of proposed legislation, and suggested that it was well to emphasize a few important matters, speaking particularly of school architecture, textbooks, retirement salary, attendance laws, and the securing and apportioning of school monies. The superintendent then introduced Supt. W. J. Cagney, of San Benito county, who acted as chairman for the day.

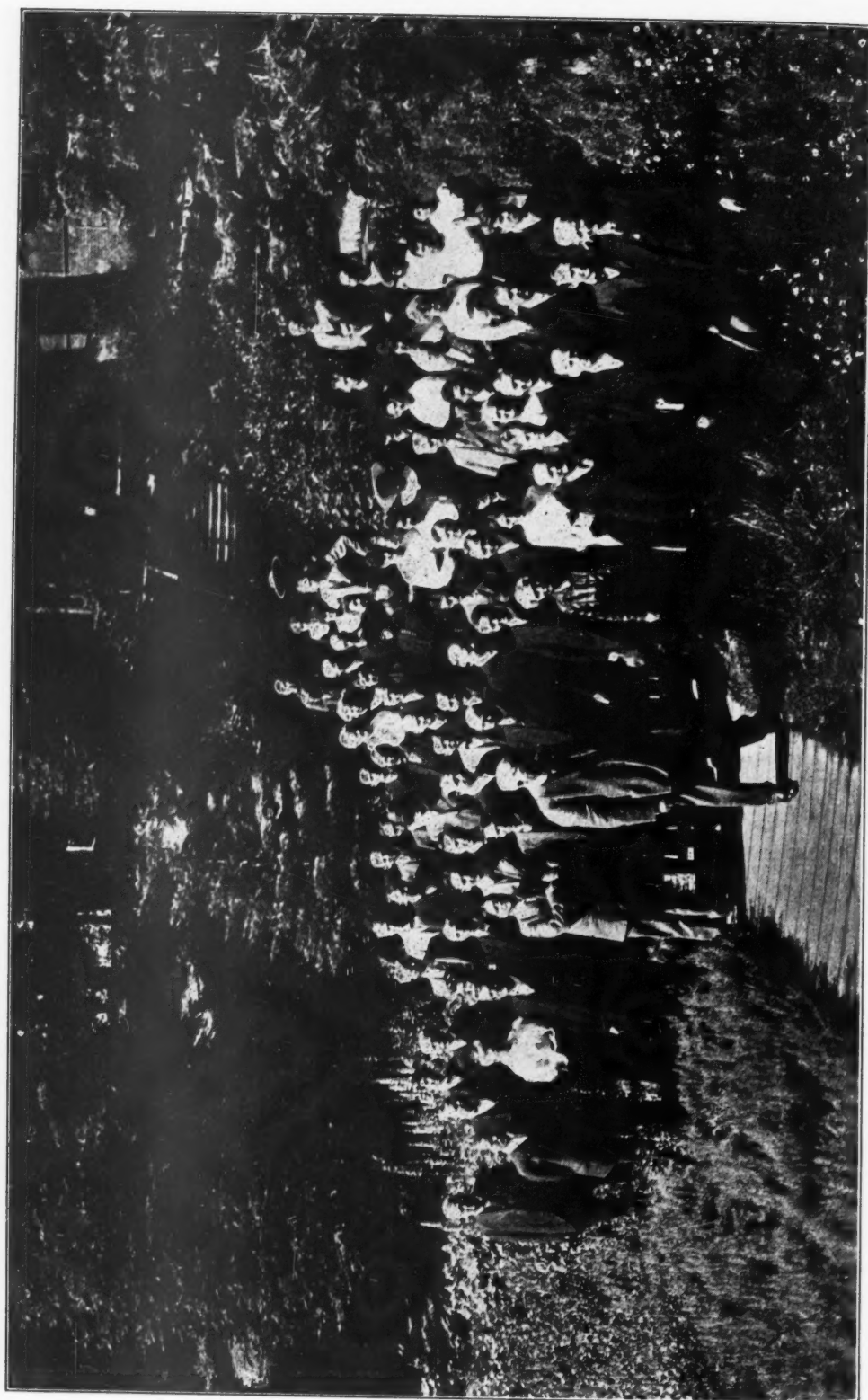
The intermediate school or junior high school was discussed by superintendents G. Vernon Bennett, Pomona; A. C. Bar-

ker, Oakland; and M. C. James, Berkeley. Superintendent Horace M. Rebok, Santa Monica, also scheduled for this program, was at the last moment, detained at home by illness in his family. Some Inconsistencies, Inharmonies and Defects, and Just How To Correct Them, was the topic discussed by Superintendents C. H. Kemper, Chico; Kate Donnelley, Plumas County; and J. F. West, San Diego County. The matter of Laws relating to Certification of Teachers was presented by Superintendents Dan White, Solano County; W. T. Helms, Richmond; and J. E. Buckman, Tulare County.

The chairman for the second day session was Superintendent Mrs. M. A. Clarke, Inyo County. The topic of Small School Houses, was considered by Superintendents D. T. Bateman, Santa Clara County; Geo. Schultzberg, Monterey County; Mamie V. Lehmer, Santa Barbara County; Margaret Sheehy, Merced County; S. M. Chaney, Glenn County. The Laws Relating to Revenue, by Superintendents J. M. Anderson, San Joaquin County; J. A. Cranston, Santa Ana; Harriett Lee, Yolo County. The Post Graduate High School Course or Junior College Course had consideration at the hands of Superintendents C. C. Starr, Fresno, and A. N. Wheelock, Riverside. Superintendent Duncan MacKinnon, San Diego, who was scheduled to speak on this program, was prevented from attendance at the meeting.

Superintendent Jeremiah M. Rhodes, Pasadena, presided at the third day session. He introduced as speakers on the subject, "Proposed New Features in the Laws Including Codification," Superin-

* Subsequent issues will contain addresses and discussions.



A GROUP OF SUPERINTENDENTS AT LAKE TAHOE

CHAMBERLAIN PHOTO

tendents E. W. Lindsay, Fresno County; Geo. C. Bush, South Pasadena; Supervising Principal Cree T. Work, Venice. Supervising Principal R. B. Raydock, Oxnard, was unable to be present. The Handling of the State Textbooks and the Accounting for the Same, was a subject discussed by Superintendents Roy Cloud, San Mateo County; S. B. Wilson, El Dorado County; James B. Davidson, Marin County. The Retirement Salary Law came in for consideration by Superintendents Raymond Cree, Riverside County; Irene Burns, Placer County; D. W. Nelson, Bakersfield; Roy B. Stover, San Bernardino. President E. P. Clarke of the State Board of Education and Miss Agnes Regan of the San Francisco Board of Education, were also called upon to discuss this question.

Superintendent Mark Keppel, Los Angeles County, as Chairman of the Committee on Legislation, gave a summary of discussions and plans for legislation. There were a number of meetings of the Legislative Committee, the final one taking place after the close of the regular sessions. Chairman Keppel emphasized the fact that it was essential that a few all important measures be proposed to the next Legislative session, and that there be unity of action between the Legislation Committee of the Superintendents, the California Teachers' Association, the Council of Education, the State Board of Education, the Commissioners of Education, the Office of Superintendent of Public Instruction, and all other bodies interested in education, to the end that individuals and organizations might not, on their own motion, present proposed bills in conflict with or in duplicate of those presented by this committee. He further

suggested that each superintendent should see to it that the members of the Legislature in his district understand fully the plans, so that such legislators would not propose to the Legislature, measures in addition to those proposed through the regular educational channels.

Report of Committee on Legislation

MARK KEPPEL, CHAIRMAN

1. Provide that teachers' examinations by County Boards of Education, shall be less frequent.
2. Make provision for state and county aid for Junior Colleges.
3. Make provision for removing the injustice now inflicted upon school districts within whose bounds normal training schools are maintained.
4. Make provision for securing a building in the same manner that a maintenance fund is now secured under Section 1840.
5. Require each school board to submit an annual budget to the county superintendent of schools, the form for such budget to be Fiscal Form No. 2 of the U. S. Bureau of Education; and request the state superintendent to make his annual report form correspond to the same.
6. A special committee consisting of Superintendents Barker, Roncovieri and Davidson, has been appointed to study Sections 1619 and 1673 of the Political Code and to report back to the General Committee the changes needed in these two sections to preserve their good provisions and yet change them so that they will not hamper educational progress.
7. Change the law so that it will punish properly the officials who employ persons to teach illegally.
8. Your committee will endeavor to carry into effect the recommendations in regard to school legislation already adopted by this convention.
9. The committee has not had time to consider all proposed or desired legislation, but will do so as speedily as time will permit.

10. Your committee expects to confer with committees from other organizations and to secure harmony of action wherever possible.

Committee on Legislation

Superintendents Mark Keppel, Los Angeles County, Chairman; Alfred Roncovieri, San Francisco County; A. C. Barker, Oakland; C. C. Hughes, Sacramento City; Jas. B. Davidson, Marin County; Harriet Lee, Yolo County; E. W. Lindsay, Fresno County; S. M. Chaney, Glenn County; H. M. Rebok, Santa Monica; Duncan MacKinnon, San Diego; Margaret Sheehy, Merced County; J. W. Anderson, San Joaquin County; D. T. Bateman, Santa Clara County; T. F. Browncombe, Santa Rosa; Grace C. Stanley of San Bernardino County.

The Committee on Resolutions presented the following report:

Resolutions

JAMES E. REYNOLDS, CHAIRMAN

The convention expressed its appreciation of Superintendent Hyatt's efforts in providing an interesting and valuable program, and extended its approval of selecting the beauty spots of California as the meeting places for the convention. It further tendered a vote of thanks to the management of Tahoe Tavern. Resolutions of condolence were offered on the death of former members of the convention, Superintendents Mrs. Abrams of Butte Co, Greenhalgh of Amador Co., and Delia Fish of Tehama Co.

Other resolutions were as follows: Resolved further that:

Free Library

The service of the county free library to the schools has been of such value that we recommend its adoption by all the counties of California.

School Revenues

Whereas, the present revenues are inadequate for the proper maintenance of the elementary schools, Be it Resolved, that the convention recommend to the Legislature, the passage of laws whose operation will provide adequate revenues for the elementary schools.

Forest Reserve Fund

A protest be made against the division of the school money received from the Forest

Reserve Fund and that a telegram to this effect be sent the Chairman of the California delegation.

The Smith-Hughes Bill

The convention of City and County Superintendents approve the Smith-Hughes bill, now pending in Congress, for the promotion of Vocational Education, and that a copy of this resolution be sent to the California Congressional delegates.

Music

The normal schools and the universities of the state be urged to make better provision for training elementary and high school teachers of music.

Committee on Resolutions

Superintendents Jas. E. Reynolds, Ventura County, Chairman; A. C. Olney, Santa Barbara; Jennie Malaley, Yuba County; G. V. Whaley, Vallejo; W. L. Stephens, Long Beach; C. S. Price, Santa Cruz County; Teresa Rivara, Calaveras County; Nettie B. Harris, Modoc County; H. P. Short, Oroville; Fred Brunhouse, Lassen County; Walter H. Nichols, Palo Alto.

WHAT FOUR YEARS IN SCHOOL PAID Wages of Two Groups of Brooklyn Citizens

Superintendent A. P. Shibley of the Imperial County Schools, has reprinted the following pertinent facts on the money value of an education, contained in a Bulletin of the U. S. Bureau of Education. This on the reverse side of a post card was sent each Eighth Grade graduate of the county. A large wall placard of the same will be placed in each class room next year. (Editor.)

When 14 Years of age	Those who left school at 14: Yearly Salary	Those who left school at 18: Yearly Salary
.....\$ 200.	\$ 200.	\$ 0.
" 16 " " " 250.	250.	0.
" 18 " " " 350.	350.	500.
" 20 " " " 475.	475.	750.
" 22 " " " 575.	575.	1000.
" 24 " " " 600.	600.	1150.
" 25 " " " 688.	688.	1550.

Total Salary 11 years\$5112.50

Total Salary 7 years\$7337.50

Notice that at 25 years of age the better educated boys are receiving \$900 per year more salary and have already, in seven years, received \$2250 more than the boys who left school at 14 years HAVE RECEIVED FOR 11 YEARS WORK. IT PAYS TO CONTINUE YOUR STUDIES.

SUMMER SESSIONS IN CALIFORNIA

University of California

BY MERTON E. HILL



Walter Morris Hart

The Summer Session of the University of California is one of the great institutions of the country. It started a few years ago with a small enrollment; today it has four thousand students representing almost every state in the Union and many foreign lands.

Two thousand teachers have assembled to sit before the masters of thought. This in itself is a great achievement. It means that next year fifty thousand pupils will have imparted to them ideals that had their source in the Summer Session of California.

The summer session may be regarded as a great missionary enterprise. There are men and women, particularly in the teaching profession, who have been unable to continue their study during the school year. Many of these are able to spend a portion of their vacation at Berkeley, where a wonderfully fine summer climate makes hard study possible. Many of these people have longed to attend a great university of the East. But here they have the great universities brought to them. This feature of the Summer Session cannot be over-estimated. In my own experience of five Summer Sessions here at Berkeley, I have had the inspiration of world teachers from Harvard, Columbia, Princeton, Wisconsin, as well as the men from University of California.

The Summer Session means greater efficiency wherever its students go. It stands for more scientific training. Teachers are brought into contact with educational leaders from all parts of the country; as a result there is bound to be much better teaching in the schools of our state. There is another phase to this enterprise. Students, undergraduates, are able to get ahead faster; some are able to bring together the broken ends of failure, and are led forth to success. Then again, men and women who have not

finished their education are induced to return to the University. A young man who has been engaged in Grammar school teaching since 1898 said to me that he has decided to break away for a few years to come to the University to secure a degree.

The Summer Session acts as a great leveling process. Democracy reigns supreme. Students from all parts of the world come together in an association where ideas are exchanged; where views are modified; and where all are engaged in the pursuit of truth.

The present Summer Session is noteworthy in many ways. The management, and especially the Dean, Dr. Walter Morris Hart, are to be commended for their signal success. The session has been enriched by evening lectures and by a splendid entertainment course. Many feel that the presentation of King Lear was a great achievement—perhaps worth the entire cost of tuition for the summer session. Finally, a striking feature of this year at Berkeley has been the spirit of friendliness that has existed among the students, and between instructors and students.

University of Southern California

BY BRUCE BLIVEN

DEPARTMENT OF JOURNALISM

The summer session of the University of Southern California, which closed on August 5, was in all respects the most successful in the history of the institution. The enrollment figures show an increase of approximately one hundred per cent, the total enrollment this year being more than one thousand students, as compared to slightly over five hundred last year. In the College of Oratory, the enrollment was three hundred per cent greater than in the corresponding period of 1915.

Among the most popular courses for the summer students were those of Dr. Richard Burton of the University of Minnesota, and national president of the Drama League of America, who offered courses in "The Modern Novel" and "The Modern Drama."

Equally popular were the courses given by Dr. E. C. Moore, the noted educator from Harvard University, who was formerly Superintendent of Schools in Los Angeles. Dr. Moore's subjects were "Methods of Study" and "School Administration."

Other visiting educators in the University summer session were Miss Esperanza Carrillo of Hollywood Junior College, who conducted courses in elementary and advanced Spanish; Dr. Grace Fernald, of the Los Angeles State Normal School who conducted interesting clinics in the educational problems of defective and precocious children; and Prof. J. A. Birchby, Professor of Physics in the Hanford High Schools. About thirty members of the faculty in the College of Liberal Arts also gave courses.

The courses in biology given at the Venice Marine Laboratory, Venice, Cal., were well attended and students under the direction of Prof. Arthur B. Ulrey, did a great deal of interesting exploring up and down the coast in the University's launch, the "Anton Dohrn." In the College of Fine Arts, courses in landscape and figure drawing were offered at Laguna Beach, under the direction of Dean William Lees Judson.

Chico State Normal

BY ALLISON WARE, PRESIDENT

The first summer session in the history of the State Normal School at Chico, has just been held. It opened June 19th, immediately after the close of the regular year's work. One hundred and seventy-two students were registered and of these, half were teachers of experience. The rest were normal students.

The work of the session was definitely organized along lines of practical help for elementary school teachers. Special emphasis was placed upon rural school problems and the opportunities of the rural school teacher for progress.

The faculty consisted of the most of the regular staff of the Chico State Normal School, who volunteered their services. Miss Elizabeth Kepple of the Los Angeles Normal School conducted a most remarkable demonstration of rural school instruction in the standard rural school on the Normal School campus. Here Miss Kepple demonstrated the practicability of handling an un-

graded rural school of twenty children on an individual basis in all subjects where individual progress is desirable. In addition she conducted a seminar on rural school problems.

The county superintendents of Northern California contributed very much to the success of the session. Mr. S. W. Chaney, Superintendent of Glenn county, Miss Irena A. Burns, Superintendent of Placer county, and Miss Mamie B. Lang, Superintendent of Tehama county, addressed the general assembly upon rural school methods, and Commissioners McNaught, Snyder and Wood, and President Burk of the San Francisco Normal, contributed to a lecture course upon the general subject, "Educational Progress."

It is probable that the summer term of the Chico Normal School has come to stay. It is a recognition of the fact that normal schools should be of service to the teachers who are on the job as well as those who are preparing for it.

San Diego State Normal

BY EDWARD L. HARDY, PRESIDENT

The new calendar for the State Normal School at San Diego, recently authorized by the Board of Education and the State Board of Control, has opened very auspiciously with the largest enrollment in the history of the school, the total number of students and teachers in attendance being 421, distributed as follows:

Regular normal school students	170
Teachers in service	236
Special students	15

Total 421

Of the teachers in service, 65 were from San Diego county, 120 from other California counties and 51 from Coast, Mountain and Central States. The total number of states represented was 16. Forty academic and profession courses have been given by a staff of 24 instructors. Besides the regular staff of the normal school, a special staff of 15 extra instructors has been employed, including such well-known specialists and experts as Mrs. Gertrude Longenecker Randall, in Pedagogy; Dr. Eleanor Rowland, of Reed College, in Mental and Physical Testing; Miss Addie M. Ayer, from the Idaho

Training School for Rural Teachers, in rural school methods and rural life betterment; Mr. T. A. Walton, in Penmanship; Professor A. E. Rigers, formerly of the University of Maine, in International Law, and others.

On Mondays and other special "assembly" days, many very valuable addresses have been given by such men as Dr. Henry S. Curtis, the famous playground expert, Dr. Ernest C. Moore, of Harvard University and Hon. E. P. Clarke, President of the State Board of Education, who gave the students a very interesting address on the work of the State Board of Education.

It is confidently expected that the new calendar will become a permanent arrangement at San Diego Normal School, since it has so well met the needs not only of regular students, but also those of teachers in service who have found it possible to do regular work of an intensive type in full courses of thirty and sixty hours, for which regular normal school credit is given.

The Sierra Summer School

BY W. B. GIVENS, DEAN

The summer session of the Fresno State Normal School was held at Lake Huntington from June 26 to August 4. The school site is located at the western end of the lake and overlooks it with Kaiser Peak rising immediately on the other side to an elevation of 10,300 feet. The enrollment was in excess of 100; a training school was maintained with 23 children. Frame buildings were erected for class use, for cafeteria and for housing the members of the faculty. Modern sanitary arrangements were installed, including shower baths. The water system was placed by the Forest Service, including a 10,000 gallon tank.

Probably the most unique course was that given under the title of "The Sierras" by Dr. H. W. Edwards. This course was devoted to out-of-door life in the high Sierras. Such matters as camp cooking, trout fishing, packing, the study of topographical maps, out-door photography, the physiography of the region, were taken up. The most interesting features of the work were the "hikes" which were of frequent occurrence. One of these "hikes" lasted for four days and took a party of twenty-six to the Lower Hot Springs.

Other courses of great interest were "Modern Drama" and "Shakespeare," by Mrs. W. P. Miller. These lectures drew large crowds during the whole of the session. Another course that grew in interest as the term advanced was one given by Mr. C. L. Phelps and was devoted to the consideration of modern standards in education and the accurate scientific methods of determining these standards.

The Dean was assisted by a strong corps of instructors from the Fresno Normal School.

Summer School in Yosemite National Park

BY MAUD E. SNAY, LOS ANGELES

Of the hundreds of visitors to beautiful Yosemite this summer, surely few found richer gains in pleasure and profit than the students enrolled in "Howland's Summer School." The members of the school did not find a month too long a time to absorb the beauty and grandeur of the Park, to learn something of its history and living interests, and to do a few of the strenuous stunts without haste.

The school was organized and conducted by Mr. Stanley F. Howland of Los Angeles. It opened July 10 and closed August 4, with headquarters at Camp Curry. Three courses were offered, one in Yosemite botany, under direction of Prof. L. L. Burlingame, Stanford University; one in modern drama, conducted by Mr. George Hunting, Fresno State Normal School; and one in design and manual work, of which Mr. Charles M. Miller of the Los Angeles City Schools, was the instructor. Credit was given for work satisfactorily done. The student body was composed of 24 teachers, most of them teachers in the Los Angeles City Schools.

Yosemite National Park affords a rich field for the botanist as its varied topography and consequent variations in climatic and soil conditions bring within a comparatively small area a range of plant life ordinarily distributed through many degrees of latitude. Prof. Burlingame has earned a world-wide reputation in the realm of botanical research, and inspires his pupils with a real desire to know plant life. There were "hikes everywhere and lectures anywhere,"

studying plants in forests, meadows, marshes, on stream banks, sunny slopes, shady slopes, etc. These trips covered a range in altitude from 2000 to 10,000 feet.

The lectures on the modern drama each afternoon with the reading of some drama were of such value and interest as to prove attractive not only to the members of the class, but also to outsiders who cheerfully paid the admission price charged to enjoy them. Modern drama as it exists in various countries, and writing, lives, methods of workmanship, characteristics and relative merits of the leading playwrights in each of the countries, were studied. Mr. Hunting read, in whole or in part, about thirty plays.

The class in design and manual work met in the same place twice each week and the large number always present attested to its value and popularity. Among the treasured souvenirs of the hours devoted to this work, none are valued more highly than the precious baskets made of the long needles of the yellow pine tree.

This first Yosemite Summer School is considered by those who received its benefits, to have been a most successful experiment.

California High School Teachers' Association, Berkeley, July 10-14, 1916

BY JOS. A. BEEK



Merton E. Hill

Events at the High School Teachers' Convention followed each other in such rapid succession and with such keen interest that at its close, every one who had been in attendance was disappointed that there was not to be more of it. Organizations there are that seem to have no other motive than to meet, elect officers, appoint committees for the purpose of arranging for further meetings in which to elect more officers and appoint more committees, to arrange for more meetings, etc., but the California High School Teachers' Association is not that kind of an organization. If ever any body of educators were held together by the ties of common interest, the

High School people were so held this year.

Those attending had been advised of the richness of the program by its publication in the *Sierra Educational News*. This program was replete from start to finish with the cream of the wheat. Many teachers from remote parts of the state said that the program of any one day of the convention was well worth the time and expense of a trip from the farthest corner of California. Each day the members felt that they had just listened to the best that could be had, and that, of course, the program of the following day could not come up to it. But the president had so arranged matters that the interest grew stronger toward the close. There were always enthusiastic audiences and crowded rooms.

The following officers were elected for the coming year: Mr. Herbert E. Lee, Principal University High School, Oakland, President; Mrs. H. J. Shute, Director for Northern Section, Principal Esparto High School; Mr. E. Morris Cox, Director for Bay Section, Oakland, Principal Fremont High School; Dr. H. W. Stager, Director for Central Section, Fresno Junior College; Mr. F. O. Mower, Director for Central Section, Principal Madera High School; Dr. W. H. Snyder, Director for Southern Section, Principal Hollywood High School.

Those high school teachers who were unable to attend the convention need not miss the addresses delivered there. Due to an arrangement between the California High School Teachers' Association and the *Sierra Educational News*, the proceedings of the convention, published in full, appear as the August number of the *Sierra Educational News*. This book was edited by Mr. Merton E. Hill, President California High School Teachers' Association and contains 216 pages, of the page size and general style of the regular numbers of the *News*. A clear legible type is used in printing upon a high grade of paper. The book is bound in the regular silver gray of the *News*, with the cover printed in gold and black. All desiring to secure a copy may do so by taking a membership in the High School Teachers' Association. This membership costs but 50c per year. Remittances should be made to Mr. Lester W. Bartlett, Secretary High School Teachers' Association, Pomona, Cal.

STATE BOARD MEETING

BY C. S. PIXLEY

The State Board of Education met at Sacramento during the week of June 19th.

The date of the high school principals' convention was fixed for December 19th at the Mission Inn in Riverside.*

The Superintendent of Public Instruction and the commissioners were instructed to review the rules of certification, with a view to reducing the number of applicants.

Commissioner Wood was instructed to prepare a manual and history on school law for the use of the California normal students.

A resolution was adopted, authorizing the University of California, the California School of Mechanical Arts, the Lux School of Industrial Training and the Throop College of Technology to certify to the preparation for candidates for special certificates.

The Board adopted a resolution modifying the Adopted List of High School Textbooks by omitting from the list all books which have not been adopted by at least five high schools, and, also, all laboratory manuals, history notebooks and classics.

Recommendations for Health and Development Certificates were granted to six applicants. 53 High School Credentials were granted; 8 were postponed and 25 denied. 390 State Life Diplomas were granted. 323 Credentials in Special Subjects were granted, unconditionally; 108, provisionally; 3 cases postponed and 16 cases denied.

The final form of the rules governing State Normal Schools was adopted.

The Secretary was instructed to draw a warrant on the Textbook Fund for \$1000 in favor of LeRoy Armstrong and \$500 in favor of P. F. Valentine, as payment for manuscripts in the Sixth Reader and California History, respectively. Action on the textbook in Civics was postponed. A resolution was adopted ordering the uniform use of the list of State Series textbooks for the coming year and fixing the prices of the same.

A resolution was adopted providing for each of the three commissioners to spend one week during each month at the Los Angeles headquarters of the Board. A committee of three was appointed to investigate rural school architecture.

The Board amended Regulations governing Certification of Teachers of Special Subjects. The amendment provides that the holder of an elementary special certificate, issued upon a State Board Credential, shall be entitled to teach the special subject or subjects enumerated therein in the ninth grade of any intermediate school.

Resolutions were adopted, endorsing the action of the Board of Regents of the University of California, establishing a School of Education and authorizing the granting of the degree Graduate in Education; also expressing appreciation of the work of the School of Education under the direction of Dean Lange, and urging that advanced courses in Educational Psychology, Vocational Education and Elementary Education be established.

Retirement Board Business

Sitting as the Retirement Salary Fund Board, the Board took the following actions:

After discussion of the financial aspects of the retirement salary funds, it was ordered that the Finance Committee, consisting of Dr. Stone, President Clarke, Mr. Harris and Mr. Whitmore, make an investigation of the changes necessary to be made, and report to the Board at a later meeting.

A resolution was adopted, calling upon all officers of the Board to begin a campaign urging all teachers in the state, looking toward retirement, to send in at once their teachers' histories, so that they may be placed on file and so that adequate information may be obtained for the future management of the fund and the changes necessary to be made in the retirement salary law.

A resolution was adopted, adding 39 names to the teachers' retirement salary fund record at \$500 per year; and for adding the names of 14 persons for disability, for salaries ranging from \$316 to \$500 per year.

A resolution was adopted, requiring all annuitants to file cards containing their signatures with the Retirement Board, and requiring all warrants for retirement salaries to be endorsed by the payees in the presence of witnesses.

*Changed account of conflict with Southern Section, C. T. A., probably third week in November.



CHAMBERLAIN PHOTO

A GROUP OF PUBLISHING AND SCHOOL SUPPLY HOUSE REPRESENTATIVES AT LAKE TAHOE

Standing left to right: C. C. Van Diew; George Barnes; S. M. Law; E. B. Wickersham; G. H. Chilcote; R. C. Hamilton; A. A. Belford; J. S. Osburn; C. F. Scott; C. E. Webb; W. G. Harriman; T. C. Morehouse; R. W. Coddington; Mrs. C. C. Van Liew; F. E. Cobler; O. H. Baxter; Fred T. Moore. Sitting left to right: Harriman; F. A. Rice; Mrs. Rice; L. L. Hill; Mrs. Hill; Mrs. S. C. Smith; Mrs. F. E. Raymond; Mrs. W. G. Harriman; Mrs. W. O. Baker; Miss E. M. Willis; S. C. Smith; W. O. Baker.

ENGLISH IN THE GRADES

BY J. E. RADLEY, SANGER

THE WRITTEN NARRATIVE

AN excellent way to form good punctuation habits is by means of daily dictation drills. Let these drills be short, and if possible on the board. One paragraph which may be written, discussed, corrected under the teacher's direction, and re-written all in ten minutes, is worth much more than a long exercise, written on paper, corrected by the teacher during the small hours, handed back to the pupils and dropped into the waste basket the next day. A few weeks' of this work should be enough for an ordinary class, and then you are ready for the first step in your narrative study.

Begin with the topic sentence. Let the first sentence in a paragraph suggest the thought or subject matter of the paragraph. Show how the paragraph may grow out of the topic sentence. Choose for study and analysis interesting stories, short enough to be read and discussed at a single lesson, with a brief introduction, definite climax and a short conclusion. The children are ready to write narratives when they have learned that a story should be interesting, and that interest may be roused or maintained by suspense or surprise; that it must have unity, therefore, they must keep to one subject and give only details bearing upon that subject; that these details must be related in proper order; that the most important details must be emphasized and that it must have a good climax.

Teach the children to be brief. No one thing helps more toward success in the teaching of composition. Insist upon short papers and you will help your children to avoid the crime of using many

words to say little. You will keep the composition work from becoming drudgery to them and the correction from becoming drudgery to you, and you will prevent the pupils forming the mistake habit.

You will find the 3 paragraph form excellent for daily written narratives. Have your people study and later reproduce a story from the following outline:

First Paragraph—Setting:

1. Time, place, how, why.
2. Opening situation, introducing chief characters under circumstances that will lead to a story.

Second Paragraph:

Complications; Steps in order leading up to a climax (most interesting moment or most embarrassing situation).

Third Paragraph:

Conclusion: To come soon after climax, and to be brief.

When discussing or correcting narratives, dwell upon these questions: Is the story interesting and probable? Is the setting given clearly? Is there a climax? Has it been properly developed?

Vary the work by having the pupils write reproductions, original stories, real experiences, imaginary experiences, finish unfinished stories, write newspaper stories, and suggested stories.

THE NEW HILLSBOROUGH school in San Mateo County, was dedicated August 29. It has two school rooms built upon a site of three and a third acres and is one of the most attractive and modern plants in the United States. Mrs. Clara Cuthbert, the principal, is largely responsible for the new building.

THE ENGLISH TEACHERS' TRAINING

T. J. PENFIELD, FRESNO JUNIOR COLLEGE

THE teacher of English will most quickly and surely find his true function by recognizing the right of each individual to develop according to his own potentialities. The teacher's trained intelligence is to be placed at the service of the pupil. He is to divide the great problem into minor problems. He is to create stimulating situations to call forth the pupil's powers of analysis and classification, he is to shed light upon the dark places. But he is not to interfere with the natural line of development of any pupil's individuality. The right of the pupil to be himself should never be called in question.

Equally important in finding his true function is the teacher's recognition of the right of comparison. The aim of the study of English cannot be realized without the fullest and freest exercise of this right. Very few people have ever

had the opportunity to compare contrasting ideas. The right to examine all sides of every question is generally denied. The act of comparison is the foundation of judgment. By a system of stupid and immoral taboos we prohibit this act of comparison in many lines and thus rob the young of an opportunity to develop sound judgment on many vital questions. This is one reason why our educational system turns out so many educated block-heads. In this manner prejudices and superstitions are kept alive to the injury of both society and the individual. If the teacher is to find and exercise his rightful function, he must demand this right of comparison both for himself and for his pupils. He should not consent to hide truth which is necessary to the understanding of literary creations. He should see to it that moral and literary judgment of the pupil has full play.

The Vocational Education Survey at Richmond, Va., has attracted much attention. The survey was made through arrangement of the National Society for the Promotion of Industrial Education, with the Richmond Board of Education, the purpose of the survey being to make the annual convention at Richmond most helpful to the city. The results of this survey have now been published by the United States Department of Labor, and the volume of over 300 pages, together with charts and statistics, may be had by writing the Government Printing Office at Washington. The survey gives detailed statistics about the city of Richmond, her public schools, financial support, discussion of the various industries, and of the building, metal and printing trades. The work of the department stores, and a plan for a division of industrial education in Richmond, come in for full attention.

The Outlines of the History of Education, in its third edition, by Dr. G. W. A. Lucky, Dean of the Graduate School of Education, University of Nebraska, has come to our desk. These outlines are published by the University of Nebraska Press, at Lincoln, and having been brought down to date, are of great value to students of education. In addition to chapters on Pre-Christian Education, Education in Early Christian Countries, and Education in America, there are particularly useful bibliographies touching the beginnings and growth of school supervision, superintendents' problems, institutes and educational associations, training of teachers, college curricula, industrial education, and like important matters; pp. 199; price, \$1.00.

Educational Directory

In addition to the list of State School Officers, members of the Council and Council Committees, we are publishing this month a list of Teachers' Organizations in so far as we have been able to secure data. Each city superintendent was asked to send a list of such organizations. Then in order to verify this list, we wrote the organizations whose names were given us by the superintendents. We have also, wherever data could be secured, endeavored to state briefly the aims of the organization and what has been accomplished.

As there has been a demand on the part of many people in the state for just such a directory, we would request that wherever this information has been given incorrectly, the officers of the association should write us that correction may be made. We would also ask that the officers of other organizations not listed herein, write us at once, sending such printed matter regarding the organization as they may have on hand. (Editor).

CALIFORNIA TEACHERS' ASSOCIATION

E. Morris Cox, Assistant Superintendent of Schools, Oakland, President; Arthur H. Chamberlain, Executive Secretary.

CALIFORNIA TEACHERS' ASSOCIATION

Bay Section:

C. J. Du Four, Superintendent City Schools, Alameda, President; W. L. Glascock, Principal High School, San Mateo, Secretary.

Central Section:

J. E. Meadows, Superintendent Kings County Schools, Hanford, President; E. W. Lindsay, Superintendent Fresno County Schools, Fresno, Secretary.

Northern Section:

Paul G. Ward, Principal High School, Red Bluff, President; H. G. Rawlins, Willows, Secretary.

Southern Section:

A. E. Wilson, Principal Manual Arts High School, Los Angeles, President; Jerome O. Cross, Principal High School, Pasadena, Secretary.

CALIFORNIA TEACHERS' ASSOCIATION, LOCAL COUNCILS

Bay Section:

David R. Jones, Superintendent City Schools, San Rafael, President; Robert A. Lee, San Jose, Secretary.

Southern Section:

A. W. Plummer, Los Angeles, President; Bertha R. Hunt, Santa Monica, Secretary.

ASSOCIATED TEACHERS' COUNCILS, PROGRAM COMMITTEE

Dr. I. C. Hatch, 142 Hugo Street, San Francisco, President.

BERKELEY TEACHERS' ASSOCIATION

Miss Annie Woodall, President, Longfellow School, Berkeley.
Organized September, 1906. Initiators of Teachers' Retirement and Salary Discount bills. Benefit and civic sections doing splendid work.

BUTTE COUNTY SCHOOLMASTERS' CLUB

Chas. H. Camper, Chico, President; W. E. Steiner, Secretary and Treasurer.

CALIFORNIA ASSOCIATION OF APPLIED ARTS AND SCIENCES

W. G. Hummel, University of California, President.

CALIFORNIA HIGH SCHOOL PRINCIPALS' CONVENTION

Hon. Will C. Wood, Commissioner of Secondary Schools, President; T. L. Brecheen, Principal High School, Ceres, Secretary.

CALIFORNIA HIGH SCHOOL TEACHERS' ASSOCIATION

Herbert E. Lee, Principal University School, Oakland, President; Lester W. Bartlett, High School Pomona, Secretary.

CALIFORNIA SCHOOLMASTERS' CLUB, BAY SECTION

Richard G. Faulkner, San Francisco, Secretary.

CALIFORNIA STATE ASSOCIATION OF PENMANSHIP SUPERVISORS

F. M. Kent, Stockton, President; Leta Severance, Long Beach, Secretary-Treasurer.

CITIZENS EDUCATIONAL LEAGUE OF SAN FRANCISCO

Dr. A. P. Giannini, President Bank of Italy, San Francisco, President; E. J. Sasey, 703 Market Street, San Francisco, Secretary.

CITY TEACHERS' CLUB OF LONG BEACH

Mattie Palne, 1370 East First Street, Long Beach, President.

CLASSICAL ASSOCIATION OF SOUTHERN CALIFORNIA

Walter A. Edwards, Los Angeles Junior College, President; Miss Bertha Green, Hollywood High School, Secretary-Treasurer.
Organized twenty-one years ago; composed of Latin and Greek teachers of Southern California. In July, 1916, it combined with other classical associations to form what is now known as the Classical Association of the Pacific States, this branch being the Southern Section.

COUNTY AND CITY SUPERINTENDENTS' CONVENTION

Hon. Edward Hyatt, Superintendent of Public Instruction, President; Miss Perle Sanderson, Superintendent Colusa County Schools, Colusa, Secretary.

FRESNO SCHOOLWOMENS' CLUB

Ida M. Bacon, Fresno, President; Mabel L. Guinn, Emerson School, Fresno, Secretary. Meet for dinner once a month. After dinner there is a short business meeting, followed by a speech, dramatic reading or music.

GRADE TEACHERS' ASSOCIATION OF BERKELEY

Lillian E. Talbert, Emerson School, President; May L. Wade, 2400 Durant avenue, Berkeley, Corresponding Secretary. Membership includes over 85% of Berkeley teachers. Interested in civic work. Promotes showing of lantern slides in schools to arouse interest in City Beautiful movement. Has committees at work on grade teachers problems.

GRADE SCHOOL PRINCIPALS' ASSOCIATION OF LOS ANGELES COUNTY

George Hetzel, Pasadena, President; M. W. Chandler, Glendale, Secretary.

GRAMMAR SCHOOL PRINCIPALS' ASSOCIATION, CENTRAL SECTION

F. M. Lane, Fresno, President; J. E. Rodman, Fresno, Secretary. Organized for the purpose of promoting the general interests of the grammar schools, through legislation, etc.

INTERMEDIATE TEACHERS CLUB

Miss Eleanor Martin, Pomona, President; Ira W. Kibbey, 544 Pasadena Avenue, Pomona, Secretary.

KATE KENNEDY CLUB OF SAN FRANCISCO

Miss Louise Bray, 1335 Vallejo Street, San Francisco, President.

LOS ANGELES CITY TEACHERS' CLUB

Alice L. Merrill, 130½ Wilmer Street, Los Angeles, President; Louise Curtin, 937 Francisco Street, Los Angeles, Corresponding Secretary.

Largest Teachers Club in the State; cultivates a closer spirit of sympathy among teachers; looks toward raising standards in the profession; creates a representative body to speak with authority for teachers and brings to the community a sense of the meaning and dignity of the school. Develops professional sense in teachers through public lectures, study classes, etc.

LOS ANGELES COUNTY SUPERVISORY ASSOCIATION

C. A. Langworthy, Redondo Beach, President; Bertha Hunt, Santa Monica, Secretary.

MANUAL ARTS TEACHERS' ASSOCIATION OF SOUTHERN CALIFORNIA

B. F. Sanford, Hollywood High School, Los Angeles, President; F. C. Bodine, 725 East Walnut Street, Pasadena, Secretary.

To broaden and make more effective their work in the schools, this organization meets during the year. Visits to industrial plants are made to keep in touch with the world's work. The plan is to better fit the schools to the people's needs.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS, CALIFORNIA DIVISION

James F. Chamberlain, State Normal School, Los Angeles, President.
Hay Section: Earl G. Linsley, Mills College, President.

OAKLAND TEACHERS' ASSOCIATION

B. F. Allison, 657 Vernon Street, Oakland; Miss Edith Hirsch, 3138 Market Street, Oakland, Secretary.

The aim of this association is a higher professional standard to be attained by co-operation and study. The various sections are the Sick Benefit, Music, The Men Teachers' Club, the Principals' Study Club, Oakland Schoolwomens' Club and Kindergarten Section. It is hoped to establish a loan fund, sick benefit, etc., and cultural courses that will benefit the association and community in general.

PACIFIC DIVISION OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

W. W. Campbell, Director of Lick Observatory, University of California, Mt. Hamilton, President; A. L. Barrows, Secretary-Treasurer, University of California.

PASADENA TEACHERS' ASSOCIATION

F. L. Thurston, 126 N. Meredith Street, Pasadena, President; Marion Alabaster, 60 So. Euclid Avenue, Pasadena, Secretary.

POMONA VALLEY SCHOOLMASTERS' CLUB

G. Vernon Bennett, Pomona, President; W. A. Bartlett, Pomona High School, Secretary-Treasurer.

PRINCIPALS' CLUB OF LOS ANGELES COUNTY

W. R. Chandler, Glendale, President; Miss Gertrude Horgan, San Gabriel, Secretary.

SACRAMENTO SCHOOLWOMENS' CLUB

Miss J. A. Donovan, 1514 Fifteenth Street, Sacramento, President; Mrs. Alta Rowe, 3116 Fourth Avenue, Secretary.

SAN DIEGO CITY TEACHERS' CLUB

Duncan MacKinnon, Superintendent City Schools, President; Mabel E. O'Farrell, 2403 F Street, San Diego, Treasurer. Educational speakers of note are heard by this club frequently. Social activity among the teachers is promoted by membership therein.

SAN DIEGO COUNTY TEACHERS' CLUB

Arthur L. T. Gould, Principal High School, San Diego, President; Miss Florence Greer, State Normal School, San Diego, Secretary-Treasurer.

SAN JOAQUIN VALLEY SCHOOLMASTERS' CLUB

Bradley Grover, 735 W. Oak St., Stockton, President; Frank A. Kent, Stockton, Secretary.

SAN JOSE HIGH SCHOOL WOMANS' CLUB

Miss Mary Pillot, 42 So. Eighth Street, General Manager.

SAN JOSE SCHOOL WOMANS' CLUB

Miss Lola A. Ballis, 854 E. Santa Clara Street, President

SANTA BARBARA CITY TEACHERS' CLUB

W. C. Conrad, 332 E. Micheltoreau Street, Santa Barbara, President; Bessie Swartz, 1227 Mora Villa Avenue, Santa Barbara, Corresponding Secretary.

Club divided into Book and Magazine Review, Physical Culture, Domestic Science, Glee and Outing Departments. Standing committees include legislative, educational, etc. Monthly meetings are held.

SANTA CLARA COUNTY HIGH SCHOOL MENS' ASSOCIATION

D. T. Bateman, Superintendent County Schools, San Jose, Manager.

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SCHOOLMENS' CLUB OF OAKLAND

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Attention is given to matters of concern to teachers in general and men in particular.

SCHOOLMASTERS' CLUB OF SOUTHERN CALIFORNIA

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SCHOOLWOMANS' CLUB, ALAMEDA

Violet Abbie Francis, Empire Apartments, Alameda, President; Ruth Killam, 1418 Cottage Street, Alameda, Secretary.

Enrollment, 98. Each department of instruction is represented on executive board. During two and a half year's existence, this club has listened to many lectures of professional interest by visiting educators.

SCHOOLWOMENS' CLUB, OAKLAND

Miss Rose Beatty, 390 Alcatraz Avenue, President; Miss M. C. Maguire, Park View Apartments, Oakland, Secretary.

450 active grade teachers comprise the membership of this club, which has for its object the consideration of and action upon that which may tend toward civic, social and educational uplift. A loan fund where teachers may borrow money without interest or security, is a feature. Arrangements are being made for a mountain cabin to be used by members of the club.

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A statewide organization of educational institutions for co-operation in the use of motion pictures and other visual aids.

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YERBA BUENA SCHOOLWOMENS' CLUB OF SAN FRANCISCO

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SPECIAL ANNOUNCEMENT

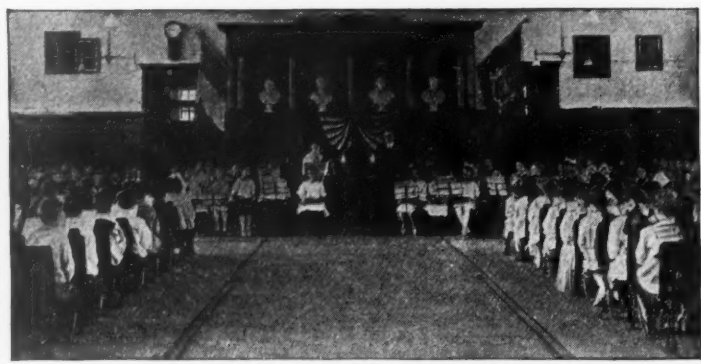
HIGH SCHOOL PRINCIPALS AND TEACHERS

The gold miners of pioneer days never panned findings more valuable than are the Proceedings of the California High School Teachers' Association, which was held in Berkeley, July 10-14. The addresses delivered by Dr. Taussig of Harvard, Dr. Hill of New Orleans, Dr. Cox of Cincinnati and Dr. Jastrow of Philadelphia, are real nuggets. A copy may still be had by writing immediately to the President or Secretary and enclosing 50c membership dues.

Yours in the interest of Secondary Education,

MERTON E. HILL, Upland, President

L. W. BARTLETT, Pomona, Secretary-Treasurer



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Notes and Comment

State and National

THE SECOND ANNUAL HIGH SCHOOL Principals' Convention has been called to meet at Riverside, the probable date being the third week in November. Details of this convention will be announced by Commissioner Will C. Wood at an early date.

THE THIRD ANNUAL APPORTIONMENT of State Elementary School Funds, as of date July 5, has been made. This shows that the average daily attendance in the elementary schools of the state for the year ending June 30, 1915, was 331,000, the total apportionment being \$221,770. The total for the year is \$5,592,760. \$250.00 is apportioned per teacher and \$8.21 per pupil.

RULES AND REGULATIONS for the Government of California State Normal Schools, as adopted recently by the State Board of Education, has been published as Bulletin No. 14 of the State Board. This deals with admission requirements, courses of study, transfers and standards of graduation.

"STATE PUBLICATION OF HIGH SCHOOL BOOKS" is reviewed in an article appearing in *The Square Deal*, a paper representing the labor interests of Richmond, Virginia. In this article, which argues against State Uniformity and State Publication, California comes in for some consideration.

ACCORDING TO A DECISION rendered by Superintendent Hyatt, a wife or a minor child of a school trustee cannot be employed as a school teacher in the district of which he is a trustee. Any other relative may be employed.

THE CALIFORNIA BLUE BULLETIN for June contains some excellent material from the pens of the Superintendent of Public Instruction and the three Commissioners. The Old and New in School Libraries, by Commissioner Schallenberger-McNaught; Teachers Should Know the Common School Subjects, by Com-

missioner Snyder; Gearing the High School to Life, by Commissioner Wood; and Hints to the Wise, by Superintendent Hyatt, are of particular value.

THE SURVEY of the San Francisco Schools is being completed. Superintendent Wm. M. Davidson of Pittsburgh, has charge of Administration; Dr. F. E. Farrington, U. S. Bureau of Education, Education for Immigrants; Arthur W. Dunn of the National Bureau, Civic Education; Will Earhart, Director of Music, Pittsburgh Schools, Music. Mr. August Hiller, Chief Accountant for Superintendent Davidson at Pittsburgh, is assisting on the financial side of the work.

THE C. T. A. NORTHERN SECTION is to be held this fall at Marysville. In this connection, Mr. Sweeney says:

"What is the matter with the teachers of this end of the state? Our association barely has enough membership for one representative on the Council, whereas we might have half a dozen. Teachers should recognize the great work done within a quarter of a century by the state organization, and the great things that remain to be done, and which can only be done by thorough organization, not necessarily unionization."

THE DEATH OF MISS CORA E. LAMB occurred in Los Angeles August 13th. It came as a surprise even to her friends, for though she had not been in good health for several weeks, her illness was not known to be of a serious nature. At the time of her death, Miss Lamb was a member of the California Council of Education and had been an officer and active member of the Los Angeles City Teachers' Club for several years. She was one of the most wide-awake and capable teachers in the state and will be missed in school and civic life in Los Angeles and the state at large. The October number of the *Sierra Educational News* will contain a tribute to her life and work, written by one who knew her well.

The Dictionary Habit

Dr. Henry Suzzallo, President of the University of Washington says: "Training children to a competent and ready use of the dictionary and fixing the habit of consulting it, is one of the main duties the school can perform for the student."

This highly desirable habit can best be formed through the use of thoroughly serviceable books—the genuine Webster's Dictionaries.

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544 pages; 35,000 words and phrases; 500 illustrations.

Webster's Elementary School Dictionary... .90

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Webster's Secondary School Dictionary 1.50

864 pages; 70,000 words and phrases; 1000 illustrations.

One of the books in this new series of Webster's Dictionaries should be in the hands of every student from the fifth grade through the university. Arizona recently adopted Webster's Shorter School Dictionary for all children in grammar grades in that state.

Note to California Superintendents

The California State Board of Education has decided that the State cannot legally furnish dictionaries under the free textbook law. The books should be supplied by local boards of education. Los Angeles placed an order recently for 1500 Webster's Elementary School Dictionaries, and San Diego has just called for 1000 Webster's Shorter School Dictionaries. Several of the smaller cities and rural schools have ordered one or the other of these new books.

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Say you saw it in the Sierra Educational News

PRESIDENT NICHOLAS MURRAY BUTLER, of Columbia, a delegate to the recent Republican Convention at Chicago, recently spent some time in California. Dr. Butler opened the Republican campaign in San Francisco, spoke before the Commonwealth Club, and later appeared in Los Angeles. Dr. Butler is one of the most prominent figures politically as well as educationally in the United States.

THE REPORT OF THE CALIFORNIA DEVELOPMENT Board for the year is a valuable publication. It discusses the resources and possibilities of the state, the agricultural developments, dairying, mining, lumber and other industries, and could be used with profit in high school classes. Address California Development Board, Ferry Building, San Francisco.

THE SUTTER UNION HIGH SCHOOL at Sutter will pay transportation at the rate of 1 cent a mile for pupils out of town attending school there the coming year.

Your Machine Shop Equipment Should Include The Following Disston Tools

Chromol Hand and Machine Blades
Set Screw Slotting Hack-saw Blades
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Disston File Card and Brush
Disston Shear Tooth Files for Rapid,
Smooth cutting, and for use in
Lathe Work
Disston Lathe Files
Disston Metal Saw Files

Henry Disston & Sons Inc.
Philadelphia, U.S.A.

AT SAN DIEGO, Supt. Duncan MacKinnon has been arranging a new course of study in the grades, providing for modern languages, commercial subjects and the printing art. The night schools which have proved a tremendous success, have also been reorganized. The enrollment in the night high schools this year was 1917, almost equalling that of the day high schools, namely 1995.

MR. FRANK KIEFER BARTHEL, for many years Supervisor of Manual Training in the San Francisco Schools, and a graduate of the State Normal School of San Jose, died in San Francisco on July 19. Mr. Barthel had been prominent in educational activities in the Bay region, having been a member of the California Council of Education, and of the Auditing Committee, President of the Bay Section, C. T. A., member of the Bay Council, and having served on many important committees. He organized the San Francisco Junior Exposition, and conducted it successfully for two years. He had been President of the Alumni Association of the State Normal School of San Jose, President of the 1915 Schools Committee, and had planned an educational museum with a nucleus of material gathered from the Panama-Pacific Exposition. The funeral was under the direction of the Order of Masons, he, at the time of his death, being Master of Park Lodge, F. & A. M. His friends were numerous both in the educational and business world, and he will be remembered with affection by thousands of men and women throughout the Bay region.

DEAN DAVID P. BARROWS of the University of California, who during the last few months, has been in Europe on relief work and studying conditions, has returned to the University.

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Say you saw it in the Sierra Educational News

A JUNIOR COLLEGE is to open this fall at Pomona with Irving O. Bragg as Dean, and with an enrollment of 35 in the freshman class. Besides the regular academic work, there will be given advanced courses in agriculture, machine shop, engineering and electrical plumbing.

AT SUTTER there is to be erected a \$15,000 concrete grammar school, consisting of four classrooms, so arranged as to provide for an assembly, a domestic science and a manual training room. The building is to be modern in every way. There are a number of new modern buildings under construction in Sutter county.

IN AMADOR COUNTY, out of a class of 84 receiving diplomas of graduation from the eighth grade, 59 were promoted without taking final examination, having received an average of 85% or over during the term. "This method of making honorary promotion," says Superintendent

Sabra R. Greenhalgh, "was started last year, and is bringing excellent results, as it encourages the child to do good work all the year and not to cram for the final examination given at the end of the term."

MRS. FRANCES EFFINGER-RAYMOND, Manager of the Gregg Publishing Company, has been invited by the President of the Colorado State Teachers' Association to give a talk on Applied Business English before the three sections of the association at Denver, Pueblo and Grand Junction, the first week in November.

JOHN S. OSBORNE, former principal of Daisy Avenue School, Long Beach, and President Los Angeles County Board of Education, has resigned his position to represent Silver Burdett & Company in Southern California. Mr. Osborne's training and experience, and his knowledge of school needs and conditions, should be a warrant of valuable services in his new field.

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Registrar, Mills College P. O., Calif.

Published During the Summer

New High School Texts:

Salesmanship, by Hoover; for your commercial department.

Laboratory Lessons in General Science, by Brownell.

Elementary Algebra, Second Year Course, by Cajori & Odell; continues the first year course, with practical problems.

Social Problems, by Towne; for beginners in Sociology.

New Books for the Grades:

Large: **Old Stories for Young Readers** (Everychild Series); an excellent supplementary second reader.

Large: **A Visit to the Farm** (Everychild Series); for intermediate grades.

Ideal Catholic Fourth Reader; an addition to a popular series.

Kinne & Cooley: **Food and Health**; the first of a series on home economics for rural schools.

For Teachers:

Hall-Quest: **Supervised Study**\$1.25

Bigelow: **Larger Sex Education** 1.25

Starch **Educational Measurements**.. 1.25

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Away From Home - -
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But no need for T. C. U. Teachers to worry—T. C. U. checks are coming in to pay the doctor, the nurse and the board bill, or to hire a substitute.

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But, friends, if you take advantage of this opportunity, you don't need to charge it to hard luck, you can **charge it to the T. C. U.**, which makes a business of safeguarding, protecting and guaranteeing you a fixed income any month during the year that you are sick, injured or quarantined, for the small cost to you of less than a nickel a day. Thousands of teachers, by enrolling in the T. C. U. have realized **peace of mind and certainty of income.**

D. M. Oler Kimball, S. D., recently wrote: "I appreciate your check very much as I am nearly nine hundred miles from home and among strangers. Will gladly speak a good word for the T. C. U. at any time."

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LOS ANGELES EXAMINER

DR. ALBERT SHIELS succeeds John H. Francis as Superintendent of Schools of Los Angeles, Mr. Francis becoming Superintendent at Columbus, Ohio. Dr. Shiels has had experience as Principal of Public Schools in New York City, and comes to Los Angeles from the post of Director of Reference and Research of the Schools of New York. He recently served as an expert on the Commission of Inquiry of the Los Angeles Schools. The Los Angeles Examiner states that Dr. Shiels has had charge of Evening Schools in New York, has been District Superintendent, has published a text in Arithmetic, and before taking up his work in New York, was cashier for the Panama Railroad and in charge of the British Consulate and International Mail Station in Colon. Dr. Shiels has just completed a lecture course at Columbia University Summer School. His salary at Los Angeles will be \$8000, an increase of \$2000 over the salary paid Mr. Francis. His first public appearance in Los Angeles will be before the Municipal League. For the photograph of Dr. Shiels, we are indebted to the Los Angeles Ex-

aminer. Superintendent Shiels has our best wishes, and as well those of the educational fraternity of the state for success in his new field.

AT LONG BEACH, there is being introduced this year a high school printery. The initial equipment now being installed is costing \$3000, approximately. Of this amount \$800 has been contributed by the student body.

PROFESSOR THOMAS B. REED, long connected with the University of California, has been appointed City Manager of San Jose. Mr. Reed's training and experience and well known executive ability, promises much for the development of his field at San Jose.

FROM THE THREE HIGH SCHOOLS in Amador county, there were 46 graduates this year as against 21 the year before.

SUPERINTENDENT BEN BLEWETT of the St. Louis schools, has given as a memorial to his late wife the sum of \$50,000, as a nucleus of a fund for teachers of the city who are disabled or indigent. Mr. Blewett becomes a great public benefactor.

THRIFT IS RECEIVING ATTENTION in Monterey county. Supt. Schultzberg has added to the report card, space for listing credits in home industry, home reading, home project work and thrift. The home industry list includes work in dishwashing, sweeping, caring for younger children, running errands, cutting grass, etc. A suggested list of home projects includes the raising of chickens, rabbits and pigeons, making vegetable and flower gardens, collecting stamps, coins, etc. In

Charts and Lantern Slides on Canning, Home Economics, Corn, Dairying and other interesting subjects. (Free except for express charges.) **Booklets, Bulletins, Leaflets, Stencils** and other materials for use of teachers. (Samples free. Write for Catalogs.) Educational Department, International Harvester Co. of N. J. (Inc.) Chicago, Ill.

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Opportune Books

to meet the new requirements of the State Board of Education for high schools and normal schools. (See State Board Bulletin No. 14)

GENERAL SCIENCE. Required June 30, 1918.

Caldwell & Eikenberry's General Science and Laboratory Manual are already used in more California schools than any competing texts.

MUSIC. One Unit Required.

McCoy's Cumulative Harmony (Just published)\$1.50

Leavitt's Practical Lesson Plans in Harmony (Just published)60

McLaughlin's Elements and Notation of Music50

Dr. Morris Jastrow in his lecture before the High School Teachers' Convention at Berkeley in July, while discussing **Ancient History Teaching**, said: "It is gratifying to call attention in this connection to the text book on American History by Professor Breasted of Chicago University, which is just about to leave the press of Ginn & Co."

Read Dr. Jastrows' entire article in the proceedings of the High School Teachers' Association, published as the August Number of the Sierra Educational News.

Ginn & Company, Publishers

20 Second Street, San Francisco

Thrift, the pupil is encouraged to save systematically until it becomes a habit, the saving to be toward some definite purpose. Credit in Thrift resulted in one rural school of 29 pupils saving \$472 in about eight months. The total savings in Monterey county as a result of this work has been over \$4,000.

THE CHAUTAUQUA MOVEMENT in Los Angeles is reported to be gaining headway. It is proposed to establish a great Chautauqua center and to finance the venture through the sale of limited memberships at \$100 for each subscription. Organization has been effected and the campaign is being carried on through the work of 38 teams, each one with a captain. Reports are made from time to time at noon-day luncheons.

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THE BUREAU OF VISUAL INSTRUCTION of the Extension Division of the University of California is rapidly preparing traveling industrial exhibits. Upwards of half a hundred sets are ready. These include exhibits showing the manufacture of cereal foods, the cotton industry, the evolution of the stove, shoe manufacture, the making of paints, lead pencils, microscopes and the like.

FORMER PRINCIPAL J. E. MCKOWN of the High School at Santa Monica, who recently took charge of the Northwestern office of D. C. Heath & Company at Seattle, has accepted the principalship of the High School at Bellingham, Washington. Mr. McKown has many friends in California who wish him abundant success.

IN SPEAKING OF THRIFT, the Journal of Education for August 17, says: "The N. E. A. has launched a new idea enthusiastically. Thrift is the new watchword of the N. E. A. One evening was largely devoted to the subject of Thrift."

PRESIDENT A. J. MATTHEWS of the State Normal School at Tempe, Arizona, one of the best known educators in the Southwest and prominent in National Education Association circles, was honored recently with the degree LLD. from Syracuse University, where years ago he was a student. The University, however,



St. Cecilia

The Teachers Resolve!

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honors itself as well, as such men as President Matthews bring rare credit to an institution with which they have been connected.

A JUNIOR COLLEGE is to open this year at San Luis Obispo. Courses will be offered in English, Spanish, for those who have had two years of Spanish, Organic Chemistry, Analytical Geometry and College Algebra, Latin, (four years required,) European History, beginning Greek and Economics. All other high

school subjects will be open to Junior College students on the basis of one half credit for course of one year. Supt. A. H. Mabley promises to add the second College year as soon as practicable.

THE SAN JOSE SCHOOL DEPARTMENT is constructing \$110,000 worth of grammar school buildings, and a \$50,000 gymnasium and cafeteria at the high school. The building is entirely on the hollow square plan, one story convertible, open-air schools, with windows opening to the floor on one side and french doors opening to the floor on the opposite side of the room. This assures perfect ventilation. The cafeteria in the high school will seat 400. The gymnasium is 75x110 feet, and contains a fine plunge bath. Supt. Alexander Sherriffs has been busy this summer directing the school improvements.

AT PASADENA, an effort will be made to correlate more closely than heretofore the work of the various so-called special departments. Supt. Jeremiah M. Rhodes writes, "I have long had the feeling that music, drawing, manual training, domestic science, agriculture, health development, and other such departments requiring the services of specialists were not wholly in sympathy with the entire scheme of education, and were sometimes unfortunate in selection of methods of carrying on the work of these specialties. I have also had a profound conviction that our scheme of classification was too mechanical and unscientific in that we place children in grades largely because of age, or because of their ability to answer specific and formal questions on cer-

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tain prescribed subjects. In Pasadena we are to make for next year a serious effort to classify according to ability, taste, general fitness and possible needs for the future. I want to say in passing, however, that I have no sympathy for so-called mental tests that stop with the superficial and rather arbitrary examination of the child. I want a test which shall be as intelligent as we know how to make it, and at the same time one which shall lead directly and sympathetically to a better ordered course of study for the child himself." Supt. Rhodes appreciates that the program laid out is a big one, but the attempt will be made to solve it by the organization of a Child Welfare Department, to be in charge of an expert.

THE GOVERNMENT wants teachers, both men and women. Those desiring to take the Government examination can obtain valuable information on this subject by writing to the Franklin Institute, Dept. H, 231, Rochester, New York.

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DR. B. S. GOWEN, who has been at the head of the Kern County High School at Bakersfield, becomes Supervising Principal at Covina. In his work at Bakersfield, Dr. Gowen did much to develop the High School and Junior College there, and particularly the work in agricultural and industrial lines.

THE CHICO HIGH SCHOOL District is just completing a four room Science building, as an addition to the high school equipment. This building will contain three laboratories and a lecture room, and will be modernly furnished and equipped. The growth of the high school district at Chico has necessitated increasing the teaching force to 22 teachers.

MRS. JOSEPHINE CORLISS PRESTON, State Superintendent of Public Instruction of Washington, stands out as a national figure. Her work as County Superintendent of Walla Walla county, was epoch making. As State Superintendent she has brought the schools to

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Isaac Pitman Shorthand Wins Sweeping Victory in New York City School Championship

Nothing could be more convincing as to the superiority of the Isaac Pitman Shorthand than the outcome of the New York Metropolitan Shorthand Contest, held on January 29, 1916. This contest is open to writers of all systems of shorthand in the day and evening high schools of New York City and vicinity.

An interesting feature of this contest was the presence of teams using two different systems of shorthand, one from the High School of Commerce and another from the Commercial High School of Brooklyn. Of the seventeen who qualified in the day school contest, the first three positions were won by Isaac Pitman writers, only four of the Gregg writers passing the test at all. These four won respectively fourth, ninth, twelfth and fifteenth positions. **With one exception, all the writers of 100 words a minute or over wrote the Isaac Pitman system.**

In the evening school contest out of seven entrants, the Isaac Pitman writers won the **first four positions**, writing from 100 to 140 words a minute gross, and from 138.6 to 96.4 net.

In the amateur contest, at speeds varying from 120 to 200 words a minute the winners were all Isaac Pitman writers.

A complete report of the above contest will be sent upon request, also particulars of a Free Correspondence Course for Teachers.

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the people in a remarkable way. The results of her campaign for teachers' cottages, has spread throughout the Nation. As woman, as teacher, as leader in educational and civic affairs, as platform speaker, as counselor in the National Education Association, as member of the National Council of Education, she has taken high rank. It is to be hoped the people of Washington will have sufficient vision and judgment to return her to the office of Superintendent of Schools of the state. Certainly, California and the other states of the Union have an appreciation of Mrs. Preston's ability and achievement. While her candidacy is subject to the Republican primaries, party lines should be ignored when it comes to retaining in office such a power for good as Mrs. Preston.

UNITED STATES CONGRESSMAN W. D. STEVENS has been appointed by Governor Johnson to the Lieutenant Governorship, filling the vacancy caused by the death of Lieutenant-Governor Eshelmann. This is a well merited appointment and that Mr. Stevens resigns from his former position to accept the post at Sacramento, speaks well for his loyalty to the state.

SEVEN REMINGTON TYPEWRITER operators have won the Remington accuracy prize to date. This prize is a new Remington typewriter and the latest one awarded went to Miss Carlotta Ripley, a student in the Behnke-Walker Business College of Portland, Oregon. Miss Ripley wrote 923 words in fifteen minutes absolutely without error.

MR. L. W. BABCOCK, who for the last year has been Principal of the High School at El Monte, has been elected Supervising Principal of the El Monte schools. This arrangement will enable the Elementary and High schools to work together with the greatest amount of efficiency and effectiveness.

IN THE DEATH OF JAMES WHITCOMB RILEY, there comes a great loss to the country at large and to the children in particular. Mr. Riley was indeed the "poet of the people." His poems have been read by hundreds of thousands, and delighted in by children all over the country.

CHARLES L. JACOBS, Director of Vocational Education and Guidance at San Jose, and long connected with the schools of that city, will succeed the late Frank

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K. Barthel as Director of Manual Training in the schools of San Francisco. Mr. Jacobs is thoroughly equipped for his new position. During the summer session at the University of California, he offered two courses, one on the Theory and Practice of Vocational Guidance, and one on Problems in Vocational Guidance. Mr. Jacobs will, without doubt, meet the exacting requirements in his new field.

HORACE DAVIS, the President of the University of California from 1888 to 1890, died in San Francisco on July 12. Mr. Davis had reached an advanced age. For many years he had been an important figure in the educational advance of the state. He was at one time President of the Board of Trustees of Stanford University.

A PRIMER OF SCHOOL FINANCE for Patrons of Pomona Schools is the title of Bulletin No. 1 of the Pomona Schools, prepared by City Superintendent, G. Vernon Bennett. In this Bulletin the salient points in school finance are given. Mr. Bennett shows the source of the kindergarten, elementary and high school funds, discusses county, state and district

aid, the expenditure of funds, the preparing of budgets, etc. The Primer will serve a distinct purpose.

THE SCIENTIFIC NEWS is an interesting and valuable leaflet issued by the Braun-Knecht-Heimann Company of San Francisco. It treats of matters scientific, laboratory equipments and furniture, scientific apparatus and the like. Mr. C. C. O'Laughlin is responsible for the publication.

MR. HENRY B. DEWEY, formerly State Superintendent of Public Instruction of Washington, and for the last few years Coast Representative for Houghton Mifflin Company's Educational Department in the Northwest, has been transferred to the Boston office to serve in an editorial capacity in the Educational Department. Mr. Dewey, who is amply well fitted for this work, has a large circle of friends on the Coast.

THE PACIFIC DIVISION of the American Association for the Advancement of Science held its meeting at San Diego, August 9-12. There were sessions of the Astronomical Society of the Pacific, Cordilleran Section of the Geological Society of America, Western Society of Natu-

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ralists, Pacific Slope Branch, American Association of Economic Entomologists, Ecological Society of America. Many prominent scientists were present and excursions were made to various points. The dedication exercises for the Scripps Institution for Biological Research were held during this meeting.

AT SANTA ANA, Superintendent J. A. Cranston, in planning for the development of the School System, suggests a new building as a school for girls for the Seventh, Eighth, Ninth and Tenth Grades. The present Intermediate School would be used for boys of the

Seventh, Eighth, Ninth and Tenth Grades. There would, therefore, be segregation of the sexes in these grades. Boys and girls of the Eleventh, Twelfth, Thirteenth and Fourteenth Grades would not be segregated but would be housed in the present High School Building. This latter arrangement would correspond to the Junior and Senior classes of the High School and the two years of the Junior College.

PAUL G. WARD, in addition to his duties as President of the Northern Section, is overseeing the construction and equipping of the magnificent new high school at Red Bluff of which he is principal. This school will be one of the very finest in the state when completed, which is to be early in the fall.

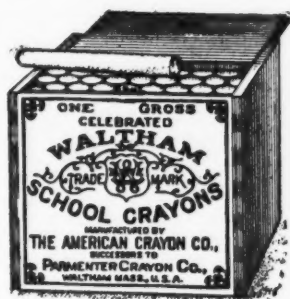
THE SUPERINTENDENT OF AMADOR COUNTY states that a good many of their rural schools were crippled for want of funds the past year, owing to the loss of the poll tax, and that it will be necessary to raise the county tax rate to make up the deficiency.

DR. WALTER A. JESSUP, former Dean of the College of Education at the Iowa State University, and who headed the recent Commission of Inquiry for the Los Angeles schools, has been elected President of the State University succeeding President Huston MacBride, the latter being elected President Emeritus.

GINN & COMPANY issued again this year a Directory of Officers and Students of the University of California Summer Session. This directory includes the list of the Summer School Faculty, and a complete list of students alphabetically arranged, indicating the kind of teaching positions for those who are teachers. This list will prove invaluable.

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able to many teachers and others, and Ginn & Company are deserving of a vote of thanks for their painstaking work. Credit is due not only to Mr. S. C. Smith but to Mr. F. A. Rice, who had charge of the details.

THE UNIVERSITY CLUB at San Diego is located in its beautiful new building. The structure is complete in every appointment. The work of financing the

enterprise and of carrying it to a successful conclusion, was due largely to the efforts of Supt. Duncan MacKinnon, who becomes the President of the club on its first year in its new quarters.

THE CONSOLIDATION IDEA IS GROWING. In Monterey county, four one-teacher school districts, the Maine, Jolon, Pleasant View and Franklin districts have unionized. The principal will teach



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the seventh and eighth grades, teach manual training to all the boys and instruct in the first year of the high school. He will also drive one of the transportation busses. The first year of high school will be a branch of the King City High School and under its jurisdiction. It is planned to erect a modern building.

ANOTHER SUPERVISING PRINCIPALSHIP has been organized in the state. This is at Puente, where Ben S. Millikan, principal of the high school, has been chosen as the Supervising Principal of the schools of the district. Mr. Millikan has done much in building up the schools of the community, the new high school only recently being dedicated.

THE UNION HIGH SCHOOL project at Palo Alto, has developed. The Mayfield and Stanford school districts have been annexed to the Palo Alto High School district. More than 95% of the electors signed the petition in favor of the union. Through the generosity of the Stanford

University trustees, the new Board will secure from 20 to 30 acres of land at an annual rental of \$1.00 per annum, for ninety-nine years. This land may also be purchased at a reasonable figure. The old plant of the Palo Alto High School will be used by the elementary department. Supt. Walter H. Nichols is to be congratulated on the progress made.

A BUREAU OF COMPULSORY ATTENDANCE has been organized at Pomona, which will include an attendance officer, school nurse, two parental schools and a pre-vocational school. Pupils that under ordinary circumstances would be suspended or expelled, will now be placed in a parental or pre-vocational school, and efforts made to bring them back to normal conditions.

"WHO FAVORS the present cumbersome manner of keeping school records?" writes Mr. J. D. Sweeney. "Hands up. Why make teachers slaves to the clock,

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Many of these adoptions were in cities of the first class, as Los Angeles (14 out of 16 high schools), Oakland, and Des Moines. The great high schools of Buffalo, Rochester, Lowell, Omaha, Kansas City, Tacoma, Spokane, Seattle, Minneapolis, St. Paul, Duluth and Peoria teach nothing but Gregg, and Gregg is taught in one or more of the high schools of New York City, Boston, Providence and Indianapolis. Gregg Shorthand leads in cities of the first class as in the smaller cities.

The significance of this preference lies in the fact that it is nation-wide. It indicates that commercial teachers everywhere have awakened to the superiority

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They know that young Gregg writers, without a day's courtroom experience, have signally defeated seasoned reporters, setting new records for both speed and accuracy. They have studied the phenomenal improvement in shorthand departments where Gregg Shorthand has supplanted another system. They have tested it in their own classes, and have noted the uniform superiority of Gregg students over those studying one of the old time systems. And when they have adopted it they have done so secure in the knowledge that they were acting for the best interests of their pupils.

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the pencil, and the % mark? Let there be reason in all things. Call a brief period of lateness a tardy mark, then count quarter days only. If the instructions are to be followed to the letter for ten years, every teacher will have earned a pension without waiting twenty more; in fact they will never finish the twenty. Teachers can be trusted to make out a reasonable roll."

AT POMONA, physical education is to be put upon a more systematic basis by the organization of the work upon the Gary, Indiana, plan. Every child will be required to devote a period each day to physical or corrective training.

SAN FRANCISCO REPORTS that the average monthly increase in deposits in the School Saving Banks since their establishment five years ago, has been \$6300. The plan seems to have grown steadily in favor with the pupils. The teachers each week collect from their pupils whatever the pupils wish to deposit. This is

in turn, turned over to the principal of the school, and again collected by messenger from the bank.

MISS NAOMI BAKER, who has been primary teacher in the Red Bluff city schools for twenty-one years, was recently married to Mr. A. P. Barrows, a fruit grower near Red Bluff. Miss Baker served the C. T. A. Northern Section as secretary one year, and has also been a member of the Tehama County board of education. She will retain her school in Red Bluff.

THE WINONA, MINNESOTA, Normal School Bulletin for August, is a memorial number to Dr. Irwin Shepard, former President of the school, and long Secretary of the National Education Association. There is an appreciation from President J. F. Millsbaugh of the Los Angeles Normal School, who at one time was President of Winona Normal; James A. Barr and other well known educators.

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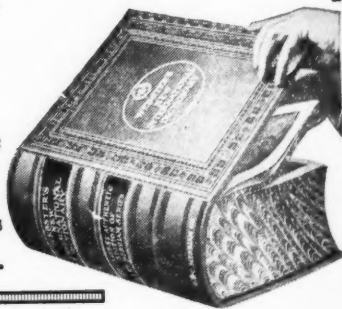
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FRANK H. BALL

Newly Elected President, Santa Barbara Normal School

"THE SCHOOL FACTORY at Bradley Institute," is the title of an article in Manual Training and Vocational Education for March, by Prof. Charles A. Bennett. This has been reprinted, and with its descriptions and photographs will prove of value to all shop teachers.

WALTER J. KENYON, for many years Western Manager of the Educational Department of Rand McNally & Company, died at Seattle on July 9. Mr. Kenyon, who has made his headquarters at Portland, was known not only in the

West but as a teacher in Chicago, where for a number of years he was connected with the famous Cook County Normal School. In the early days of manual training he was sent to Sweden by Col. Parker to study the Swedish System of Sloyd. He later came to Stockton, where he was associated with Superintendent Barr, in charge of manual training, drawing, and geography. He followed this with several years service at the San Francisco State Normal School. Mr. Kenyon's death was sudden, due to heart failure. He is survived by his wife, who was with him at the time of his death.

IN DR. JASTROW'S most interesting and practical lecture before the High School Teachers' Association in Berkeley on the subject of "Teaching Ancient History," he made a plea for the bringing of Ancient History and the lessons there taught more closely, in application, to present-day affairs. He recommended the new Robinson-Breasted-Beard Histories published by Ginn & Co., as being the best textbooks for this purpose.

A BRIEF CALIFORNIA HISTORY, under the title "California," The Story of Our State" is included in a book of 69 pages in the California State Series, and to be used in the schools. It is the work of Percy Friars Valentine, Instructor in History and Civics in the San Francisco State Normal School. The book is attractively gotten up with marginal headings, line cuts and drawings, and study questions, leading facts and suggested readings following each section, together with a pronouncing index at the close.

Teachers—Get Big Pay— Government Positions

All teachers, both men and women should try the Government examinations soon to be held throughout the entire country. The positions to be filled pay from \$600 to \$1500; have short hours and annual vacations, and are life positions.

Those interested should write immediately to Franklin Institute, Dept. O231, Rochester, N. Y., for large descriptive book, showing the positions obtainable, and giving many sample examination questions, which will be sent free of charge.

Bids Wanted for Textbook in Spelling

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbook:

A speller or spellers for the elementary schools.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 706 Forum Building, Sacramento, on or before December 1, 1916.

Bids for the sale or lease of such rights, enclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in spelling," may be submitted on or before the hour of 4 o'clock p. m. of December 1, 1916.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

EDWARD HYATT, Secretary

**STATE BOARD OF EDUCATION,
Sacramento, California.**

Our Book Shelf

WOODWORK FOR SECONDARY SCHOOLS. By *Ira S. Griffith, Chairman Manual Arts Department, University of Missouri.* The Manual Arts Press. pp. 366. Price \$1.75.

In Griffith's new book, "Woodwork for Secondary Schools," the Manual Training teachers of the country will find many interesting things well told. The book covers all phases of woodwork, beginning with a chapter describing the woods most commonly used and ending with a comprehensive treatise on: "Pattern Making." Chapter II, "Tools and Processes," and Chapter III, "Woodworking Machines," not only describe the tools and machines generally found in a well equipped school shop, but also many that are used for special work and are not intended for school use except in advanced trade schools. The author does not stop with a mere description of the machines, but tells how to set them up for various work and what dangers to guard against.

Under Joinery, Wood-Turning, Inlaying and Wood-Carving, Wood Finishing and Furniture Construction, will be found the same thoroughness of treatment. The many illustrations found throughout the book are exceptionally well made and help greatly in the descriptive matter. It is without doubt the most complete book of its kind yet published and should be on every woodworking teacher's desk where the students can have ready access to it.

W. W. MARTIN,

Head of Manual Arts Department, Pasadena High School.

CUMULATIVE HARMONY. By *William J. McCoy.* Ginn & Company, pp. 300. Price \$1.50.

In the view of the recent action of the State Board of Education making "music, including sight reading, two-part singing and elementary harmony" a requirement for graduation from normal schools, the appearance of Cumulative Harmony by the distinguished composer and teacher, William J. McCoy, will be hailed with enthusiasm by music teachers throughout the state.

The method presented in this book is the result of the author's many years' experience as a teacher and is, as its name implies, cumulative. Based upon a thorough knowledge of the theory of music as well as a familiarity with sound pedagogical principles, a system has been evolved which will appeal at once to the musician and the teacher. The book is in no way an experiment, since the method presented has been very successfully taught without a text in many of the larger high schools in this state.

Heretofore the standard text books available have not presented the subject in a manner interesting to young students, and the simplified substitutes offered are too superficial to be considered. For this reason the appearance of a book which is sound and complete in all details, and which, at the same time, will prove interesting to students, is most opportune.

ALICE C. BUMBAUGH,

Fremont High School, Oakland.

Books Received

English Derivatives. By B. K. Benson. D. C. Heath & Co., pp. 166.

Why We Punctuate. The Lancet Publishing Co., pp. 224, price \$1.25.

The Plain Story of American History. By John Spencer Bassett. The Macmillan Co., pp. 545.



**BULLETIN OF THE
CALIFORNIA
TEACHERS' ASSOCIATION**

Supplement to the Sierra Educational News

**State Uniformity and State
Publication of
High School Textbooks**

BRIEF AND REPORTS BY

California High School Teachers' Association
LEWIS B. AVERY, Assistant Superintendent of Schools,
Oakland, *Chairman.*

California High School Principals' Convention
NOEL H. GARRISON, Principal High School, Stockton,
Chairman.

**California Council of Education,
California Teachers' Association,**
W. L. GLASCOCK, Principal High School, San Mateo,
Chairman.

SEPTEMBER, 1916

PREFATORY NOTE

At the last session of the State Legislature (1915) a committee was appointed for the purpose of investigating the entire matter of state publication and distribution of high school textbooks. This committee, early in 1916, met in Los Angeles, with a committee representing the High School teachers of the state. An adjourned meeting was held at San Francisco in May. Arguments were presented on both sides of the question of State Uniformity and State Publication of High School Textbooks, the State Printer and his associates representing one side, and high school teachers, principals and superintendents the other. A supplementary brief is herewith submitted in final reply to the arguments presented by the proponents of State Uniformity and State Publication. This is made necessary in order to correct certain statements made by the proponents and to show the fallacy of certain of their conclusions, which are based upon mistaken premises.

This Bulletin is the result of Committee work on the part of representatives of the California High School Principals' Convention, the California High School Teachers' Association, the California Council of Education, and the State Teachers' Association. It is thus the expression of practically the entire teaching body of the state. The arguments advanced are characterized by breadth and scope, based upon knowledge and experience.

Part I of the Bulletin concerns itself chiefly with the economic considerations of Uniformity; Part II deals mainly with the educational phases of State Uniformity.

At its meeting in Fresno in January last, the High School Principals' Convention went on record as against State Uniformity of High School Texts. A committee representing this convention has been working in conjunction with a committee appointed by the High School Teachers' Association at its regular session of 1916 at Berkeley. This Association voted unanimously in favor of a resolution opposing State Uniformity of High School Textbooks. The Chairman of this latter Committee, as Chairman of a Committee from the California Teachers' Association, two years ago, instituted a state-wide investigation as to the attitude of the school people of the state regarding the question at issue. The replies were practically unanimous against state uniformity. It thus appears that the statements and conclusions here presented stand not only upon the arguments here outlined, but are backed by the opinions of the workers in the field, these opinions being based upon their experience, their observation and their intimate knowledge of the real needs of the schools.

The articles published in the January and February issues of the Sierra Educational News, and reprinted in pamphlet form, have been in such demand by teachers and the public generally, both in California and throughout the country, that the edition is entirely exhausted. This demand has made it seem wise to issue a large edition of this Bulletin.

In issuing this Bulletin, under the auspices of the California Teachers' Association, a charge of 10 cents per copy has been fixed, to defray cost of publication. Address for further information—

CALIFORNIA TEACHERS' ASSOCIATION,
Monadnock Bldg., San Francisco, Cal.

STATE UNIFORMITY AND STATE PUBLICATION OF HIGH SCHOOL TEXTBOOKS

The accompanying brief and arguments are submitted by the joint committee, representing various educational interests of the state, in answer to the advocates of State Uniformity and State publication of High School Textbooks.

Important issues raised relate to the comparative actual cost of state published books and those purchased in open market; the plan of furnishing books free by the school district; who were the early advocates of free textbooks; educational leadership in the State vs. State uniformity and State publication of elementary texts; advantages of freedom in selection of books to meet the needs of different localities, and like significant issues.

I

ECONOMIC CONSIDERATIONS

PROPOSENTS MIS-STATE REASONS FOR TEACHERS' OPPOSITION

In the brief and arguments which we submitted at Los Angeles and San Francisco we did not question in any manner the sincerity of the proponents in urging state uniformity of high school textbooks. We had hoped that in these discussions our own sincerity would be respected in like manner. We have stated clearly and forcefully that we represent the educational interests of the high school pupils of California; that our sole aim is to preserve the efficiency of the high schools of the state and prevent any action which will tend to render high school instruction less practical. We must, therefore, challenge the statement that the majority of the teaching profession are opposing state uniformity because of a "*desire for an unlimited number of selective texts.*" To intimate that the great majority of teachers are actuated by such a motive, or by any motive other than the conservation of what we earnestly believe to be the best educational interests of California, is an unwarranted reflection on the sincerity of the great body of teachers of this state.

SARCASM WORSE THAN FUTILE

We must also challenge the sarcastic reference to the attitude of the teachers in advocating free high school textbooks. "*Sarcasm,*" say the proponents, "*is futile in argument, but we are inclined to submit the question: With their indorsement of free textbooks for high schools, why have the opponents left this proposal and propaganda to the printers and the working people of the state?*" In reply we have only to quote a report of the California Council of Education, in which a system of free textbooks for California schools was advocated by the teachers as early as 1902.

The teachers of California have not, as the proponents affirm, been slow to show "*consideration of our tax-payers' burden.*" On the contrary, they were the first to advocate free textbooks for the schools of the state. In the light of this fact we shall concede that the sarcasm of the proponents concerning our advocacy of free textbooks is indeed futile, as they have suggested.

REAL REASON FOR CALIFORNIA'S LEADERSHIP IN EDUCATION

It is very gratifying to note the caption on the proponents' brief—"*California a leader in education.*" Our state is, indeed, one of the most progressive of all the American commonwealths, thanks to that very body of teachers whose "*good judgment and consideration of the tax-payers' burden*" is questioned by the proponents of state uniformity. The proponents would have you believe that this leadership is due to the system of state uniformity and state publication of elementary school textbooks. We wish to point out that the only general estimate of the efficiency of school systems in the United States

is that published in 1912 by the Russell Sage Foundation. In that estimate the high schools of California, working under a textbook system which the proponents have denounced, were *second* in rank, while the elementary schools, working under a textbook system which the proponents consider ideal, were *fourth* in rank. We would also point out that every one of the twelve states at the bottom of the list have state uniformity of high school textbooks, while none of the twelve states at the top of the list had state uniformity of high school textbooks at the time the report was compiled. Surely the proponents erred in offering California's leadership in education as an argument for state uniformity.

UNIFORMITY MEANS A STRAIT-JACKET

While it is quite beside the question to discuss the use of supplemental books in the elementary schools, and the alleged attempt to substitute supplemental books published by eastern publishing houses for the state-printed textbooks, we cannot refrain from suggesting that the laws of California give the proponents a ready and efficacious remedy for any violation of the textbook law. While the question raised has no direct bearing on the matter under discussion, we must solemnly protest against the sweeping allegation of wrong-doing on the part of our co-workers in education, the elementary school teachers of California. We would respectfully suggest, also, that this statement concerning the use of supplemental material in the elementary schools represents fairly the attitude the proponents would assume under a plan of state uniformity for high schools. They would deny the right of the high school to use supplemental material. They would insist upon absolute uniformity in the instruction offered in the high schools of the state. This argument offered by the proponents only confirms us in the be-

lief that the proponents are preparing for the high schools of California a strait-jacket which will check our efforts to adapt education to the needs of the students and to make our instruction practical.

TEXTBOOK PROBLEMS OF HIGH AND ELEMENTARY SCHOOLS DIFFER GREATLY

In an effort to discount the substantial arguments against state uniformity presented by the opponents at Los Angeles and San Francisco, the proponents state that the same arguments were used when books for grammar grades were first considered. In our first brief we pointed out clearly and specifically the difference between the elementary and high school situations. Since our argument on this point seems to have escaped the attention of the proponents we take the liberty of offering the following quotation from our original brief, submitted by Hon. Will C. Wood, Commissioner of Secondary Schools:

"I wish to emphasize the fact that the problem of high school textbooks is not analogous to the problem of elementary school books. The elementary school is an old institution and its course of study and organization are standardized. The course of study for elementary schools in New York state differs very little from the course of study in our own state. A sixth grade class in arithmetic, whether in California or Virginia, studies fractions; a third grade studies addition and subtraction. We have had three centuries of experience in making a course of study for the elementary schools, so the course is standardized and fixed to a remarkable degree. Since there is uniformity in grading and in courses of study in the elementary schools throughout the state, it is comparatively easy to adopt a uniform series of textbooks for the elementary schools. The adoption of such a series in the grades does not force a radical reorganization of elementary school work.

"When we consider the public high school we face a situation utterly different. The high school is a new institution, comparatively speaking. There were only 40 public high schools in the United States in 1860. In 1900 there were 6000 and in 1915 there were 15,000. In 1900 there were only 500,000 pupils enrolled in the high schools of the United States. In 1915 there were 1,500,000. The growth of the high school since 1900 has been remarkable. Before that date, the high school was dominated very largely by the university; it was an institution whose prime purpose was the preparation of pupils for college. In the last fifteen

years the high school, in response to a popular demand, has broken the shackles which bound it to the college. The real life of the American high school began only a decade or so ago. The high school is now changing with remarkable rapidity to meet the demands of the people. The old courses of study are being modified; new courses, especially vocational courses, are being introduced. So great is the growth, so rapid are the changes that it is absolutely impossible at this time to give an adequate definition of a high school.

"I have had opportunity to visit more high schools in California than any other state official. I wish to say that there is the widest divergence among the high schools of California. Take the City of Los Angeles for example. Visiting the high schools of this city for even one day would convince you that the high schools are so different that they cannot be standardized without working a revolution in high school work. Moreover, you would observe such excellent work in class-room, and shop, and laboratory, and field-work, so admirably linked up with life, so vital and inspiring, that you would realize how harmful it would be to impose rigid uniformity upon the high schools of California. It is true that this city has a certain degree of uniformity in its text-books, but this uniformity is so flexible that the growth and efficiency of the schools is not checked thereby. This vital, energizing high school work is possible only because we have construed the present text-book law liberally. Take the subject of mathematics, for example. All the high schools of the city offer the traditional course in algebra, plane geometry, advanced algebra, solid geometry and plane trigonometry.

The great Polytechnic and Manual Arts High Schools wanted to offer a course in shop mathematics for the boys. I was asked if a text-book in shop mathematics could be adopted. I found that the entire course in mathematics was provided for; that a full series of text-books in mathematics had been adopted. Could I permit the adoption of an additional text-book for those boys in the shops? I turned to the god of uniformity and he shook his head. I turned to the god of common sense and he nodded. Censure me if you will, but I obeyed the god of common sense. Again, I was confronted with the following situation: A school had adopted a complete system of text-books in bookkeeping and accounting. A class of girls wanted to study household accounting. The question arose whether a system of bookkeeping adapted to a wholesale house should be applied to the household. Could a system of accounts dealing with pig-iron and steel rails in ten thousand dollar lots be made to serve the purposes of young women who in later life would buy beefsteak in twenty-five cent cuts, or new shirtwaists at 98 cents? You may censure me again, but I held that the law was not made to render education impractical; that wherever a class was organized for a special, practical purpose, another text-book could be used. A few days ago the principal of a small high school in this county (Los Angeles), wrote me stating that the new freshman class was decidedly weak in English. The school

had adopted a complete series of English texts, which met the needs of the average class, but all of these text-books were too advanced for this particular class. I had to choose between the principle of uniformity on the one hand and the good of those pupils on the other.

"I could stand here all day and recite instances similar to those I have given. In every instance the choice had to be made between uniformity on the one hand and practical education on the other. In deciding the problem which your honorable committee is investigating, the choice is between uniformity on the one hand and practical, vital instruction on the other. If we adopt a uniform series, we must adopt text-books that will contain bare, dry principles that may be applied anywhere. We shall rob our courses of the vital elements, for the vital thing in high school work is the linking up of the studies with life. Since life is not uniform the 'linking up' cannot be uniform; the text-books should not be uniform throughout this great state. The people have been demanding in loud tones that the high schools shall fit young people for life. Will the people take away the link that is being forged? Will they say to the high school people—'Make your schools practical; fit our children for life',—and at the same time take away the very tools that are necessary to accomplish this great work?"

AN ANALYSIS OF THE ANONYMOUS LETTERS

The proponents have submitted two letters written by California high school teachers in advocacy of state uniformity. It will be noted, however, that the censor has deleted the names of the teachers, who are fearful that publication of their names would jeopardize their positions. Waiving discussion of the alleged Reign of Terror among the high school teachers of California because the absurdity of the allegation is so patent, we shall analyze some of the statements made by these two people.

First of all, we would have you note the statement on page 10 of the proponents' brief that "*the proponents for uniformity of high school textbooks have as yet made no campaign among the legislators nor the school teachers, but we are informed that this action is being taken by the opponents. A number of teachers have without solicitation, given us their opinion that uniform books could be adopted with benefit to*

the schools and the pupils. * * * The following letter from a well-known educator of the south, written to the opponents of uniformity, expresses, we believe, the views of many of the teachers and principals." Then follow the two letters.

Recalling that these letters were written without solicitation, we are at a loss to understand why the second letter addressed to the Committee upon Promotion of Uniform High School Books should begin as follows: "Replying to your request for an opinion on 'Shall textbooks be uniform for the high schools of the state?' I would say emphatically, yes." As an unsolicited letter, it is indeed remarkable.

The first Unknown Principal has undertaken to compare the cost of a Spanish grammar published by a book company, with a little booklet containing the Federal and State Constitutions, published by the State Printing Office. He states that he was surprised to find that the Spanish grammar cost 90c, while the book in civics cost only 20c. He forgot to take into account the fact that the authors of Magna Charta and the two constitutions made no charge for their services in compiling the material published in the book in civics, while the author of the Spanish grammar, realizing that he must eat, had demanded a certain royalty. Moreover, he did not know that the plates of the book in civics were made for the Legislative Counsel Bureau; that they were paid for by that bureau; and that the State Board of Education sold the book to the high schools for the actual cost of printing and binding.

COST OF TEXTBOOKS UNDER PRESENT SYSTEM

The proponents have laid great stress upon the cost of high school textbooks under the present system and have challenged the estimate of \$6.00 for each

pupil as the average annual cost of high school textbooks in this state. On page 14 of their brief they give what purports to be a statement of textbook costs in the City of Sacramento. The cost for textbooks in Sacramento for the first year, according to these figures, is \$6.55; for the second year \$9.75; for the third year \$13.25; and for the fourth year \$13.15. These figures, we have been assured, are authentic, since they were secured through a high school pupil. Assuming that the most reliable figures could be secured through the office of the principal of the Sacramento High School, we asked for and obtained a statement, showing that the average cost was \$7.21 per pupil, including all the necessary bookkeeping forms, which are not textbooks in the ordinary sense. The original statement of the principal of Sacramento High School is submitted to the committee for its consideration.

Realizing the danger of basing a conclusion on insufficient data, we obtained statements from seven high school principals concerning the cost of high school textbooks. Each statement is signed by the principal of the school concerned and all of the originals are submitted for the consideration of your committee.

Following is a synopsis of these statements:

	Range of Cost	Average Annual Cost
San Diego	\$5.25—8.05	\$ 6.78
Santa Ana		6.79
Auburn		4.31
Red Bluff		6.86
San Jose	4.19—10.61	7.40
Chaffey Union		3.90
Gilroy		6.00
		\$42.04
Average.....		\$6.01

These figures are based on the theory that each pupil has purchased a new book in each subject. The principals estimate that the figures should be reduced by 25 per cent at least on account of the use of second-hand copies. This

would make the average amount expended annually about \$4.50 for each pupil.

COST OF TEXTBOOKS FURNISHED FREE BY
DISTRICT

In the first brief which we submitted to your committee we pointed out the desirability of maintaining the present plan of adoption by the district from a state list, and suggested that books so adopted should be purchased by the district and furnished free to the pupils. We called attention to the fact that districts could avail themselves of the discount of 20 to 25 per cent which is invariably allowed by the publishers where books are bought in quantity. We maintain that this is not only the best arrangement from the educational standpoint, but that it is more economical than the plan put forth by the proponents. Fortunately, we have figures showing the cost under the plan which we have proposed.

San Mateo has been supplying textbooks free to the pupils of the high school, paying for them out of district funds. The cost for each pupil enrolled last year was \$3.16. Books have been ordered for next year, and the cost thereof for each pupil enrolled is \$1.72. It is probable, however, that the average cost for each pupil enrolled will amount to approximately \$2.50 each year. We are filing with your committee the original data supplied by the principal of San Mateo Union High School. We submit this plan, which will secure a saving of approximately 50 per cent in the cost of books, as far more worthy of your recommendation than the plan offered by the proponents. The plan we suggest will conserve the interests of the parents and taxpayers; it will render high school education free, and will maintain for the high schools that degree of freedom which is essential if

they are to do successful work. As against the plan of the proponents, which is destructive, educationally wrong and economically hazardous, we offer you a plan which is constructive, educationally right and economically sound.

ESTIMATES THAT DO NOT CHECK WITH
ACTUAL FIGURES

On page 15 of their brief the proponents of state uniformity present figures purporting to show what the State Printing Office can save by printing high school textbooks in the more common branches. These figures are so remarkable that we have given them more than cursory consideration. The proponents state that they can save \$7,100 on the publishers' list price of \$11,000 for an edition of 10,000 books in English. You will note that the estimated cost of this edition is \$3,900, including an allowance of 25 per cent of the list price for royalty. The royalty on this edition, based on 25 per cent of the list price, would amount to \$2,750, leaving only \$1,150 for the manufacturing cost. This is just 11½ cents per volume. Now every English book listed at \$1.10 in use in the high schools of this state contains approximately as many pages as the Brief History of the United States, published as a state series text for use in the elementary schools. The manufacturing cost of this book, according to the proponents' own figures (Page 2 of their brief), is 21.1 cents. We would request that the proponents explain this glaring discrepancy. Is the manufacturing cost of the Brief History too great? Or have the proponents suddenly discovered a labor-saving process that will cut the manufacturing cost of textbooks in two? We believe that the real explanation is that the figures given on page 15 are a product of the crudest guess-work.

A little further analysis shows that

they are most unreliable. For every one of the ten books listed, the proponents claim a saving of 65 per cent on the list price. We ask you to compare this claim with the statement in the proponents' brief (Page 4) that the saving through state publication of elementary school books is 52 per cent. Will the proponents explain how they will be able to save 13 per cent more in publishing high school textbooks than they are now saving in publishing elementary school textbooks? The utter absurdity of this claim is apparent when we recall that the number of copies of each high school textbook required annually will be about one-tenth of the number of each of the state series of elementary textbooks required.

HAS THE PLAN OF STATE UNIFORMITY IN
CALIFORNIA ELEMENTARY SCHOOLS
BEEN SO SUCCESSFUL THAT IT
SHOULD BE EXTENDED TO
HIGH SCHOOLS?

The proponents base their chief argument for state uniformity of high school textbooks on the success of state uniformity and state publication in the elementary schools. To show the success of the plan, they submit certain statistics which we will accept as a basis for this discussion. The claim is made that the State Printing Office is saving the people of California \$224,893.87 per annum. The basis for reckoning the saving is the publishers' list price. We wish to point out, however, that in other states where state uniformity of elementary school textbooks prevails, the books are furnished by the publishers at a discount of 25 per cent on the list price. (See U. S. Bureau of Education Bulletin, 1915, No. 36, page 66.) If California were to purchase its books directly from the publishers, it could secure a discount of 25 per cent on the publishers' list price. We must, therefore, deduct from the amount of saving

claimed by the proponents an amount computed at 25 per cent of the list price, or \$116,636.62. This reduces the saving under state publication to \$108,257.25.

We cannot refrain from pointing out that previous to Governor Johnson's term the apparent annual saving on elementary school books, after deducting 25 per cent as discount, was only \$6,797.11. These figures are computed on the basis of data supplied by the proponents in their brief, so they cannot be questioned. Moreover these figures were made when the cost of manufacture was much less than it is today. In the circumstances, we cannot concede that state publication of elementary school textbooks was successful previous to Governor Johnson's term, and we cannot concede that it will be successful in the future unless we assume that the improvement in the State Printing Office under Governor Johnson's administration is permanent. We submit that state uniformity and state publication of elementary school books has not been so markedly successful as to justify the extension of the principle of state publication to high school textbooks.

RATIO OF ROYALTY TO TOTAL COST

On page 15 of the brief filed by the proponents there appears a list of the high school books which they claim can be printed at the State Printing Office at a saving to the state. A careful study of the table and of data we have collected will show that these books will cost considerably more under state publication than under our suggested plan.

On page 9 of the proponents' brief you will find this statement: "*The royalty amounts on elementary textbooks figured as follows: 15 per cent on retail sales price in other states, 33 per cent on our total cost, and 60 per cent on our manufacturing cost.*"

	Royalty	Mfg. Cost	Total Cost	Per Cent of Royalty on Total Cost	Number Distributed 1915-16
Primer	\$.048	\$.085	\$.133	36%	17,169
First Reader . . . . .	.048	.078	.126	38%	15,096
Second Reader . . . . .	.0525	.093	.1455	36%	17,364
Third Reader . . . . .	.06	.113	.173	34%	12,485
Fourth Reader . . . . .	.09	.128	.218	41%	11,069
Fifth Reader . . . . .	.09	.129	.219	41%	10,691
Speller One . . . . .	.025	.103	.128	19%	31,785
Speller Two . . . . .	.03	.101	.131	23%	20,446
First Arithmetic . . . . .	.0525	.104	.1565	33%	29,225
Advanced Arithmetic . . . . .	.09	.123	.213	42%	23,926
English Lessons I. . . . .	.0675	.139	.2065	32%	16,097
English Lessons II. . . . .	.09	.146	.236	38%	16,878
Introductory History . . . . .	.15	.142	.292	51%	10,848
Brief History . . . . .	.15	.211	.361	41%	16,796
Introductory Geography . . . . .	.09	.203	.293	31%	21,254
Advanced Geography . . . . .	.15	.349	.499	30%	23,910
Primer of Hygiene . . . . .	.06	.106	.166	35%	11,985
Civics . . . . .	.125	.168	.293	43%	9,722
Average				35%	

The table above shows the per cent of royalty on the total cost of each book and the number of each book distributed in 1915-16:

We would have you note especially that the total cost in most instances is three times the royalty cost, as the proponents have stated. The average is about 35 per cent. We are justified in assuming, therefore, that the ratio of one-third between royalty and total cost is a reasonably constant one. We shall apply this ratio in a later paragraph in estimating the cost of those high school textbooks which the proponents purpose publishing.

PROBABLE ROYALTY COST

In our first brief we stated that it would probably be impossible for the state to secure the lease of plates to be used in publishing high school textbooks. The proponents suggested (Page 9 of their brief) that information on this point be secured. Our correspondence with publishers confirms our belief. Even assuming that plates can be leased, we pointed out in our

former statement that the royalty would be exorbitant on account of the small number of each book needed to meet California demands. The proponents have admitted that the royalty on plates for high school books will be higher than the royalty on elementary school books. (See page 15 of their brief.) They estimate royalty on high school books at 25 per cent, although the state is paying only 15 per cent royalty on elementary school books. The experience of Kansas in attempting to lease plates for high school books warrants the conclusion that if any bids for acceptable books are received, the royalty will be at least 30 per cent of the list price. (See U. S. Bureau of Education Bulletin, 1915, No. 36, page 66.)

Assuming, however, that the royalty charge will be 30 per cent, and the total cost under state publication will be three times the royalty, as the proponents have stated in their brief (Page 9), the cost of an edition of 10,000 copies of each of the books mentioned on page 15 of the proponents' brief would be as follows:

	(1)	(2)	(3)		
	Royalty	Total Cost per Copy	Wholesale Price per Copy from Publisher	Total Cost for 10,000 State Mfg.	Price for 10,000 Wholesale, from Publisher
English . . . . .	.33	.99	.88	\$9,900	\$8,800
Civics . . . . .	.37½	1.12½	1.00	11,250	10,000
Science . . . . .	.30	.90	.80	9,000	8,000
Economics . . . . .	.30	.90	.80	9,000	8,000
Algebra (Elem.) . . . . .	.30	.90	.80	9,000	8,000
Algebra (Adv.) . . . . .	.42	1.26	1.12	12,600	11,200
Geometry (Plane) . . . . .	.24	.72	.64	7,200	6,400
Geometry (Solid) . . . . .	.22½	.67½	.60	6,750	6,000
Bookkeeping . . . . .	.42	1.26	1.12	12,600	11,200
Spanish Grammar . . . . .	.37½	1.12½	1.00	11,250	10,000
Total				\$98,550	\$87,600

LOSS OF THOUSANDS OF DOLLARS UNDER STATE PUBLICATION

It will be noted that the loss sustained by the state on an edition of 10,000 copies of each book would be \$10,950. To this must be added the cost of making the adoptions. The experience of the State Board of Education in adopting books for the elementary schools proves that the cost of adopting books is no small item. The commissioners and expert readers must carefully investigate the books submitted and the Board must sit to hear arguments by the publishers' agents on the merits of the books. Under the present system the public does not incur any expense for adopting high school books.

The cost of adopting one elementary textbook is approximately as follows:

COST OF ADOPTING BOOK

Per diem of 7 members of State Board of Education, 2 days @ \$15 each.....	\$210.00
Expenses of 7 members of State Board of Education, 2 days @ \$5 each.....	70.00
30 days' time of Commissioner of Secondary Schools, investigating book, preparing brief, etc.	333.00
5 expert readers to investigate book, @ \$25	125.00
Clerical assistance in handling extra work	25.00

Total cost per book.....\$763.00

For the ten books included in the table we must therefore add \$7,630 to the cost, making the total loss to the state through state publication \$18,580. Taking the publishers' wholesale price as a basis, we find that the cost of these ten books under state publication will

be at least 21 per cent greater. If state publication of other books requiring smaller editions were undertaken, the loss to the state would be at least \$50,000 annually. This is assuming that a state printed book would be equally well printed and bound and the materials used of quality such that it would last as long as the one purchased in open market. From an economic standpoint, therefore, state publication of high school textbooks is out of the question.

SMALL ENROLLMENT, LONG USE, GREAT LOSS

It would be unjust to continue the use of any given book until an edition of 25,000 was exhausted, as this represents the minimum number which the state could successfully print. How long would such an edition last? A few examples will be sufficient:

Third year Latin texts would last 26 years; fourth year Latin, 32 years; German texts, 10 to 11 years; English History, 11 years; economics, 18 years; agriculture, 33 years; household chemistry, 53 years. Shall we mortgage the interests of the boys and girls of the next generation and be compelled to teach that which is not true?

(1) The royalty is computed at 30 per cent of the publishers' list price.

(2) To find the total cost per copy, multiply the royalty by 3. (The proponents in their brief (Page 9) state that the royalty on elementary school books amounts to 33 per cent of the total cost.)

(3) Found by deducting 20 per cent from the publishers' list price.

II

EDUCATIONAL PHASES OF STATE UNIFORMITY

UNITY VS. UNIFORMITY

We are interested in maintaining such freedom in the matter of textbooks as shall make it possible to fit them fairly to the diverse needs of classes formed for various purposes and coming from varying surroundings. We do not want growing subjects to be crystallized about any one man's ideas. We do not want the study of any of the great fields of knowledge to be limited for an entire state to what is given in one textbook. We do not want to place a premium upon the study of traditional subjects and ancient knowledge by furnishing such textbooks free, as suggested by the proponents on page 14 of their brief, while the new and vital stuff of the day is sidetracked because the pupil must pay to get it. We do not want the marvelous advantages of UNITY muddled in anybody's mind with the deadening effects of slavery to UNIFORMITY. Finally, we recognize the necessity of careful scrutiny of financial methods involved in the different ways of furnishing textbooks. We recognize the great value of some central body to guard against careless expenditures for textbooks and evident mistakes as to the reliability or adaptability of such books. We would strongly deprecate any change that would replace the benevolent power of such a central body, subject to reason and to changing conditions, with the technical restrictions of complicated laws and the embalming effects of large financial investments and unnecessary financial ventures on the part of the State.

TEACHERS FIRST ADVOCATED FREE TEXTBOOKS

Let it be clearly understood that the educational people of the State are and have been generally favorable to free textbooks, and that the proposition, backed by careful investigation of the experience elsewhere, that textbooks should be free, was made by them long before any other bodies had even discussed the matter.

The State Association in 1902 adopted the report of a committee favoring free textbooks, and later the Southern California Association adopted a similar report. It thus appears that the teachers of the State, whenever they have made any investigation of the matter, have reported favorably to free textbooks, and largely on financial grounds. But there has never been any report from any State teachers' body favoring uniform textbooks for high schools.

None of the objections to uniformity apply of necessity to free books furnished by the district, either with or without State aid. Local adoptions can have thrown about them all necessary care and oversight. Limitations can be placed on expenditures, so that interests of economy can be conserved and still educational conditions and aims be fully met. The State Board of Education can adequately guard all interests concerned. Free books have their objections, but these objections apply to them if uniform just the same. They are largely objections of sanitation and administration.

It is worth while to note that we may compel districts to provide textbooks free within a given period, give State aid if we think best so to do, and still be free to retire from this position at any time we think best to do so, or provide for uniformity or State printing if we then think it wise, without

financial loss to the State in making the change. On the other hand, the undertaking of production of these books by the State means not only uniformity, but long continued use of the same textbook, good or bad, and an investment by the State that renders any modification of our course in the light of experience, our own or that of others, most difficult.

THE TEXTBOOK A BODY OF KNOWLEDGE

The textbook is primarily an accepted body of knowledge. Time was when we were able to include between the covers of a textbook pretty much all the accepted body of knowledge in any field. Today, such a body of knowledge in most fields would fill libraries. Different textbooks present different portions of this body of knowledge according as people and schools differ in their estimate of what is most fundamental. Even teachers differ frequently as to what they can give with greatest effect. While any good teacher may be able to present with average success any portion of his own field, a teacher is frequently found who can do work of remarkable effectiveness in some portion of the field where he has exceptional education, experience, or native talent.

Thus it is quite within the realm of reason that at times it may be in the interest of efficiency to make this work possible. Whether it is financially expedient is then the question for some responsible authority to decide. Where the young people in different parts of a state have been educated in a given field—say civics—in different textbooks, the equilibrium of the state as regards this field is maintained after these young people leave school and become an influential part of the State by the attrition of these various ideas and ideals upon one another. In other

words, the larger education is the education the young people of the state give each other as they bring into the contact of real life their various views obtained in school life. It is fortunate for the educational breadth of any state if its school views have not all been obtained from the same book.

THE TEXTBOOK A MODE OF APPROACH

A textbook is not only an organized body of knowledge; it is also a mode of approach. As long as schools were for "born scholars" only, and so-called culture was the sole aim of the school, Greek roots and science were on equal footing. Today all are going to school and are demanding that school work shall appear to them rational and worth while attempting. That it may do this, it must find its roots in the real life the pupil knows and must show itself in some degree applicable to the solution of the life problems he anticipates meeting. The demand is that education shall be practical, growing out of the surroundings of the pupil and helpful to him in living a larger and more effective life than he could otherwise do. The selection of a textbook is one important factor. It is the prescription.

The local physician may not always be able to make the wisest prescription, but it is very certain that a committee at a central point should not be expected to make the wisest diagnosis of the local needs. Co-operating in a reasonable way, a central committee could do the work of an expert consulting physician. The demand for more practical education, applicable to life and derived from real surrounding conditions, has given rise to a flood of new textbooks meeting this need with greater or less success. But those books adapted to one purpose, or to one set of conditions, are thereby less adapted to some other purpose or set of conditions. Such efforts

are the hope of popular education. Stifle them and we are tied to the past. The body of teachers will naturally teach largely as they have been taught, but the cutting edge of progress for them and for the schools is the new textbook that links some field of knowledge up with life in a new and more effective way.

TEXTBOOKS AS TOOLS

The textbook is not only a body of knowledge and mode of approach, but also a tool in the hands of the teacher. A teacher may, to be sure, teach any subject of which he is a thorough master, without a textbook, but only as he practically makes a textbook himself. Teachers of excellent abilities in the class room may be wholly unable to organize the equivalent of a good textbook even if they have the time, and the ordinary textbook on the market requires years for its completion. An occasional experiment without a textbook may be advisable for temporary reasons, but is not usually compatible with greatest efficiency.

How the conception of the textbook as a tool may call for a difference in textbooks in different schools is apparent if the kind of textbook in civil government for instance, required by a teacher of a class in a large city high school be compared with that required by the teacher in a small rural high school, who frequently finds that in addition to other subjects he must teach the civil government. The former, with large reference libraries at hand, both in school and city, with time to organize the work and take his class to study first hand the details of city and county government, wants a mere outline for the textbook and prefers that his pupils should not be prejudiced by arguments and conclusions drawn by an authority already adopted and accepted. The

rural high school teacher on the other hand, must have a book that will largely carry the subject, to which he can scarce give the time for recitation. A system that would permanently and certainly prohibit principals from having any possible voice in the selection of the tools their teachers must use, would doubtless be held in the same regard by them, as a system by a superintendent of a manufactory that would permanently debar him from having any voice or power of recommendation of machines or tools that he sees will make for efficiency.

NARROWING INFLUENCE OF THE SINGLE TEXT

It is as preposterous to demand that all high school teachers use the same text as it would be to demand that all carpenters use a Simonds or a Disston saw. Is there not the same reason for prescribing uniform apparatus in all the laboratory sciences; uniform tools in the industrial art courses; uniform equipment in all the commercial departments, and indeed, uniform articles in all general school supplies?

The courses and the textbooks must not only be chosen to suit the varying needs of the pupils and of the communities in which they live, and be adapted to the individuality of the teacher, if the highest efficiency is to be attained, but these textbooks must be selected in relation to the school equipment. This is true in all departments, particularly in the cultural subjects of History, English, Economics, to say nothing of the laboratory courses, whether in the sciences, commercial work or other branches. How could a small high school, with few, if any books, use successfully a history text calling for a great deal of supplementary reading? Should the Los Angeles High School, on the other hand, with 8100 volumes in

its own library, be compelled to use a text without such a rich fund of supplementary materials? There would be a gross injustice in compelling all schools to follow the same course and to use the same laboratory texts or manuals in the sciences. The small high school would find it utterly impossible to purchase the apparatus and supplies required by the science courses as given in the Oakland Technical High School. It would be a greater injustice to limit the efficiency of the larger high schools by expecting them to conform to the same course requirements as some of the meagerly equipped schools of the state.

There are numerous subjects that are being newly taught in high schools such as economics—a study of the principles underlying the business world—in which crystallization by the long-time adoption of a single textbook would chloroform the subject. General Science is everywhere coming in as necessary, it being only ordinary good sense to believe that young people should be made acquainted with the science of common things in this, an age of science. But the ventures at textbook making in this field have thus far been wholly inadequate. Even so formal a subject as algebra has recently received some lively and practical contributions to its list of textbooks. A most excellent textbook has just appeared, in which all algebraic formulae are derived from such ordinary surroundings as the sewing machine, the turning lathe, the traveling crane, and the more common machines of the shop, so that the subject is not a mere juggling of symbols. It will probably be the making of boys and girls where it is used by a teacher who understands and appreciates it, because it makes the best of algebra real and discards what cannot be made real. Its successful intro-

duction, however, can hardly come by fiat. The teacher must recognize in it a needed tool. Science preparatory for engineering is not the same as science for home economics courses. Science adapted to needs of girls is not necessarily the science needed by the boys. The agricultural and horticultural conditions in different parts of the state demand treatment in textbooks differing the one from the other.

Instances requiring difference of treatment impossible in case of state-wide adoption might be multiplied at length. "Probably no one of all the thousands of high schools", say Strayer and Thorndike in their book on Educational Administration, page 175, "is doing the best possible thing for education, but most of them would do worse than they now do if they all did do the very best possible thing for any one of them."

It has been asked if there are not subjects in which there is practically no change. It has been suggested, for instance, that the Greek Epics of Homer are not liable to any violent changes in the general disturbances of modern life; that the *Lady of the Lake* is the same as when written; and so with the classic literatures of other languages. Would it not be advisable, we are asked, to make these uniform as to edition and perhaps print them at our state printing office even though the pupil must purchase his other textbooks? If such text as "*Lady of the Lake*" for instance, were made uniform and free, other literature, no matter how much more practical or well adapted to the purpose in hand, requiring a textbook to be bought would be sidetracked. We should at once see the tendency to give only those subjects in which the book is free. Spanish would give place to Latin. Similar examples

in other fields of educational endeavor come readily to mind.

UNIFORMITY A DANGEROUS ADVENTURE

In our opinion, your Committee would do well to consider carefully the likelihood of the State being able to command the best of the textbooks already written or to obtain for State use with any certainty the best of our local product. Your Committee should also determine whether really successful textbooks can be written to order.

We believe that it is the business of the State, where possible, to protect its citizens against egregious and costly errors of judgment. Fortunately, in this case, it is not necessary to throttle initiative or hamper progress to do it. There is ample experience both outside and inside the State of California to draw upon. Many States and hundreds of cities have tried free textbooks. Their experience covers many years. There is no necessity for making any excursion into the sea of untried policies. We have a State Board of Education that was created to bring to us the light of the world's experi-

ence and keep in full touch with the real educational situation in California. They can keep the State from foolish and dangerous adventures, but only as the State through its organization consults them and listens to them. We are but a temporary committee of a voluntary organization. Without doubt we do, in this matter, represent the teachers of the State. The State Board of Education in a permanent and authoritative way represents not the teachers only, but the entire educational interests of this State. To the State Board of Education we refer your committee for any factors on either side of the question that we have overlooked or through unwitting prejudice have failed to state fairly.

Finally, we submit that a unified educational system does not involve uniformity. Unity of effort implies rational co-operation among factors differing as widely as the conditions that surround them. Uniformity means mechanical duplication, displaces reason, and stops progress.

Unity is the law of life. Uniformity is the rule of death.

"The high school people of the state have no fight against the principle of free textbooks. . . . Uniformity in high school texts would prove absolutely detrimental to the best interests of the future citizenship of this state. Unification in many things is desirable. Uniformity is deadening. Pupils differ in their capacity and adaptability. Schools differ in the length of their terms. Teachers differ in training and temperament. Localities differ widely in their environment and needs. Schools differ as regards the courses offered. The tremendous progress made by the high schools of California has been in no small degree due to the fact that teachers and schools have been allowed freedom in the choice of textbooks. Indeed, wherever uniformity has been imposed upon the school in the matter of textbooks, the flexibility of the law providing for supplementary books has been the saving grace of the system. Uniformity, let us hope, will not be imposed upon us."—In *Sierra Educational News* for January, 1916, page 11.

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BRIEF AND REPORT ON

State Uniformity and State
Publication of
High School Textbooks

BY A JOINT COMMITTEE REPRESENTING

California High School Teachers' Association
LEWIS B. AVERY, Assistant Superintendent of Schools,
Oakland, *Chairman.*

California High School Principals' Convention
NOEL H. GARRISON, Principal High School, Stockton,
Chairman.

California Council of Education,
California Teachers' Association,
W. L. GLASCOCK, Principal High School, San Mateo,
Chairman.

PREFATORY NOTE

At the last session of the State Legislature (1915) a committee was appointed for the purpose of investigating the entire matter of state publication and distribution of high school textbooks. This committee, early in 1916, met in Los Angeles, with a committee representing the High School teachers of the state. An adjourned meeting was held at San Francisco in May. Arguments were presented on both sides of the question of State Uniformity and State Publication of High School Textbooks, the State Printer and his associates representing one side, and high school teachers, principals and superintendents the other. A supplementary brief is herewith submitted in final reply to the arguments presented by the proponents of State Uniformity and State Publication. This is made necessary in order to correct certain statements made by the proponents and to show the fallacy of certain of their conclusions, which are based upon mistaken premises.

This Bulletin is the result of Committee work on the part of representatives of the California High School Principals' Convention, the California High School Teachers' Association, the California Council of Education, and the State Teachers' Association. It is thus the expression of practically the entire teaching body of the state. The arguments advanced are characterized by breadth and scope, based upon knowledge and experience.

Part I of the Bulletin concerns itself chiefly with the economic considerations of Uniformity; Part II deals mainly with the educational phases of State Uniformity.

At its meeting in Fresno in January last, the High School Principals' Convention went on record as against State Uniformity of High School Texts. A committee representing this convention has been working in conjunction with a committee appointed by the High School Teachers' Association at its regular session of 1916 at Berkeley. This Association voted unanimously in favor of a resolution opposing State Uniformity of High School Textbooks. The Chairman of this latter Committee, as Chairman of a Committee from the California Teachers' Association, two years ago, instituted a state-wide investigation as to the attitude of the school people of the state regarding the question at issue. The replies were practically unanimous against state uniformity. It thus appears that the statements and conclusions here presented stand not only upon the arguments here outlined, but are backed by the opinions of the workers in the field, these opinions being based upon their experience, their observation and their intimate knowledge of the real needs of the schools.

The articles published in the January and February issues of the *Sierra Educational News*, and reprinted in pamphlet form, have been in such demand by teachers and the public generally, both in California and throughout the country, that the edition is entirely exhausted. This demand has made it seem wise to issue a large edition of this Bulletin.

In issuing this Bulletin, under the auspices of the California Teachers' Association, a charge of 10 cents per copy has been fixed, to defray cost of publication. Address for further information—

CALIFORNIA TEACHERS' ASSOCIATION,
Monadnock Bldg., San Francisco, Cal.

STATE UNIFORMITY AND STATE PUBLICATION OF HIGH SCHOOL TEXTBOOKS

The accompanying brief and arguments are submitted by the joint committee, representing various educational interests of the state, in answer to the advocates of State Uniformity and State publication of High School Textbooks.

Important issues raised relate to the comparative actual cost of state published books and those purchased in open market; the plan of furnishing books free by the school district; who were the early advocates of free textbooks; educational leadership in the State vs. State uniformity and State publication of elementary texts; advantages of freedom in selection of books to meet the needs of different localities, and like significant issues.

I

ECONOMIC CONSIDERATIONS

PROPOSENTS MIS-STATE REASONS FOR TEACHERS' OPPOSITION

In the brief and arguments which we submitted at Los Angeles and San Francisco we did not question in any manner the sincerity of the proponents in urging state uniformity of high school textbooks. We had hoped that in these discussions our own sincerity would be respected in like manner. We have stated clearly and forcefully that we represent the educational interests of the high school pupils of California; that our sole aim is to preserve the efficiency of the high schools of the state and prevent any action which will tend to render high school instruction less practical. We must, therefore, challenge the statement that the majority of the teaching profession are opposing state uniformity because of a "*desire for an unlimited number of selective texts.*" To intimate that the great majority of teachers are actuated by such a motive, or by any motive other than the conservation of what we earnestly believe to be the best educational interests of California, is an unwarranted reflection on the sincerity of the great body of teachers of this state.

SARCASM WORSE THAN FUTILE

We must also challenge the sarcastic reference to the attitude of the teachers in advocating free high school textbooks. "*Sarcasm,*" say the proponents, "*is futile in argument, but we are inclined to submit the question: With their indorsement of free textbooks for high schools, why have the opponents left this proposal and propaganda to the printers and the working people of the state?*" In reply we have only to quote a report of the California Council of Education, in which a system of free textbooks for California schools was advocated by the teachers as early as 1902.

The teachers of California have not, as the proponents affirm, been slow to show "*consideration of our tax-payers' burden.*" On the contrary, they were the first to advocate free textbooks for the schools of the state. In the light of this fact we shall concede that the sarcasm of the proponents concerning our advocacy of free textbooks is indeed futile, as they have suggested.

REAL REASON FOR CALIFORNIA'S LEADERSHIP IN EDUCATION

It is very gratifying to note the caption on the proponents' brief—"*California a leader in education.*" Our state is, indeed, one of the most progressive of all the American commonwealths, thanks to that very body of teachers whose "*good judgment and consideration of the tax-payers' burden*" is questioned by the proponents of state uniformity. The proponents would have you believe that this leadership is due to the system of state uniformity and state publication of elementary school textbooks. We wish to point out that the only general estimate of the efficiency of school systems in the United States

is that published in 1912 by the Russell Sage Foundation. In that estimate the high schools of California, working under a textbook system which the proponents have denounced, were *second* in rank, while the elementary schools, working under a textbook system which the proponents consider ideal, were *fourth* in rank. We would also point out that every one of the twelve states at the bottom of the list have state uniformity of high school textbooks, while none of the twelve states at the top of the list had state uniformity of high school textbooks at the time the report was compiled. Surely the proponents erred in offering California's leadership in education as an argument for state uniformity.

UNIFORMITY MEANS A STRAIT-JACKET

While it is quite beside the question to discuss the use of supplemental books in the elementary schools, and the alleged attempt to substitute supplemental books published by eastern publishing houses for the state-printed textbooks, we cannot refrain from suggesting that the laws of California give the proponents a ready and efficacious remedy for any violation of the textbook law. While the question raised has no direct bearing on the matter under discussion, we must solemnly protest against the sweeping allegation of wrong-doing on the part of our co-workers in education, the elementary school teachers of California. We would respectfully suggest, also, that this statement concerning the use of supplemental material in the elementary schools represents fairly the attitude the proponents would assume under a plan of state uniformity for high schools. They would deny the right of the high school to use supplemental material. They would insist upon absolute uniformity in the instruction offered in the high schools of the state. This argument offered by the proponents only confirms us in the be-

lief that the proponents are preparing for the high schools of California a strait-jacket which will check our efforts to adapt education to the needs of the students and to make our instruction practical.

TEXTBOOK PROBLEMS OF HIGH AND ELEMENTARY SCHOOLS DIFFER GREATLY

In an effort to discount the substantial arguments against state uniformity presented by the opponents at Los Angeles and San Francisco, the proponents state that the same arguments were used when books for grammar grades were first considered. In our first brief we pointed out clearly and specifically the difference between the elementary and high school situations. Since our argument on this point seems to have escaped the attention of the proponents we take the liberty of offering the following quotation from our original brief, submitted by Hon. Will C. Wood, Commissioner of Secondary Schools:

"I wish to emphasize the fact that the problem of high school textbooks is not analogous to the problem of elementary school books. The elementary school is an old institution and its course of study and organization are standardized. The course of study for elementary schools in New York state differs very little from the course of study in our own state. A sixth grade class in arithmetic, whether in California or Virginia, studies fractions; a third grade studies addition and subtraction. We have had three centuries of experience in making a course of study for the elementary schools, so the course is standardized and fixed to a remarkable degree. Since there is uniformity in grading and in courses of study in the elementary schools throughout the state, it is comparatively easy to adopt a uniform series of textbooks for the elementary schools. The adoption of such a series in the grades does not force a radical reorganization of elementary school work.

"When we consider the public high school we face a situation utterly different. The high school is a new institution, comparatively speaking. There were only 40 public high schools in the United States in 1860. In 1900 there were 6000 and in 1915 there were 15,000. In 1900 there were only 500,000 pupils enrolled in the high schools of the United States. In 1915 there were 1,500,000. The growth of the high school since 1900 has been remarkable. Before that date, the high school was dominated very largely by the university; it was an institution whose prime purpose was the preparation of pupils for college. In the last fifteen

years the high school, in response to a popular demand, has broken the shackles which bound it to the college. The real life of the American high school began only a decade or so ago. The high school is now changing with remarkable rapidity to meet the demands of the people. The old courses of study are being modified; new courses, especially vocational courses, are being introduced. So great is the growth, so rapid are the changes that it is absolutely impossible at this time to give an adequate definition of a high school.

"I have had opportunity to visit more high schools in California than any other state official. I wish to say that there is the widest divergence among the high schools of California. Take the City of Los Angeles for example. Visiting the high schools of this city for even one day would convince you that the high schools are so different that they cannot be standardized without working a revolution in high school work. Moreover, you would observe such excellent work in class-room, and shop, and laboratory, and field-work, so admirably linked up with life, so vital and inspiring, that you would realize how harmful it would be to impose rigid uniformity upon the high schools of California. It is true that this city has a certain degree of uniformity in its text-books, but this uniformity is so flexible that the growth and efficiency of the schools is not checked thereby. This vital, energizing high school work is possible only because we have construed the present text-book law liberally. Take the subject of mathematics, for example. All the high schools of the city offer the traditional course in algebra, plane geometry, advanced algebra, solid geometry and plane trigonometry.

The great Polytechnic and Manual Arts High Schools wanted to offer a course in shop mathematics for the boys. I was asked if a text-book in shop mathematics could be adopted. I found that the entire course in mathematics was provided for; that a full series of text-books in mathematics had been adopted. Could I permit the adoption of an additional text-book for those boys in the shops? I turned to the god of uniformity and he shook his head. I turned to the god of common sense and he nodded. Censure me if you will, but I obeyed the god of common sense. Again, I was confronted with the following situation: A school had adopted a complete system of text-books in bookkeeping and accounting. A class of girls wanted to study household accounting. The question arose whether a system of bookkeeping adapted to a wholesale house should be applied to the household. Could a system of accounts dealing with pig-iron and steel rails in ten thousand dollar lots be made to serve the purposes of young women who in later life would buy beefsteak in twenty-five cent cuts, or new shirtwaists at 98 cents? You may censure me again, but I held that the law was not made to render education impractical; that wherever a class was organized for a special, practical purpose, another text-book could be used. A few days ago the principal of a small high school in this county (Los Angeles), wrote me stating that the new freshman class was decidedly weak in English. The school

had adopted a complete series of English texts, which met the needs of the average class, but all of these text-books were too advanced for this particular class. I had to choose between the principle of uniformity on the one hand and the good of those pupils on the other.

"I could stand here all day and recite instances similar to those I have given. In every instance the choice had to be made between uniformity on the one hand and practical education on the other. In deciding the problem which your honorable committee is investigating, the choice is between uniformity on the one hand and practical, vital instruction on the other. If we adopt a uniform series, we must adopt text-books that will contain bare, dry principles that may be applied anywhere. We shall rob our courses of the vital elements, for the vital thing in high school work is the linking up of the studies with life. Since life is not uniform the 'linking up' cannot be uniform; the text-books should not be uniform throughout this great state. The people have been demanding in loud tones that the high schools shall fit young people for life. Will the people take away the link that is being forged? Will they say to the high school people—'Make your schools practical; fit our children for life',—and at the same time take away the very tools that are necessary to accomplish this great work?"

AN ANALYSIS OF THE ANONYMOUS LETTERS

The proponents have submitted two letters written by California high school teachers in advocacy of state uniformity. It will be noted, however, that the censor has deleted the names of the teachers, who are fearful that publication of their names would jeopardize their positions. Waiving discussion of the alleged Reign of Terror among the high school teachers of California because the absurdity of the allegation is so patent, we shall analyze some of the statements made by these two people.

First of all, we would have you note the statement on page 10 of the proponents' brief that "*the proponents for uniformity of high school textbooks have as yet made no campaign among the legislators nor the school teachers, but we are informed that this action is being taken by the opponents. A number of teachers have without solicitation, given us their opinion that uniform books could be adopted with benefit to*

the schools and the pupils. * * * The following letter from a well-known educator of the south, written to the opponents of uniformity, expresses, we believe, the views of many of the teachers and principals." Then follow the two letters.

Recalling that these letters were written *without solicitation*, we are at a loss to understand why the second letter addressed to the Committee upon Promotion of Uniform High School Books should begin as follows: "*Replying to your request for an opinion on 'Shall textbooks be uniform for the high schools of the state?' I would say emphatically, yes.*" As an unsolicited letter, it is indeed remarkable.

The first Unknown Principal has undertaken to compare the cost of a Spanish grammar published by a book company, with a little booklet containing the Federal and State Constitutions, published by the State Printing Office. He states that he was surprised to find that the Spanish grammar cost 90c, while the book in civics cost only 20c. He forgot to take into account the fact that the authors of Magna Charta and the two constitutions made no charge for their services in compiling the material published in the book in civics, while the author of the Spanish grammar, realizing that he must eat, had demanded a certain royalty. Moreover, he did not know that the plates of the book in civics were made for the Legislative Counsel Bureau; that they were paid for by that bureau; and that the State Board of Education sold the book to the high schools for the actual cost of printing and binding.

COST OF TEXTBOOKS UNDER PRESENT SYSTEM

The proponents have laid great stress upon the cost of high school textbooks under the present system and have challenged the estimate of \$6.00 for each

pupil as the average annual cost of high school textbooks in this state. On page 14 of their brief they give what purports to be a statement of textbook costs in the City of Sacramento. The cost for textbooks in Sacramento for the first year, according to these figures, is \$6.55; for the second year \$9.75; for the third year \$13.25; and for the fourth year \$13.15. These figures, we have been assured, are authentic, since they were secured through a *high school pupil*. Assuming that the most reliable figures could be secured through the office of the principal of the Sacramento High School, we asked for and obtained a statement, showing that the average cost was \$7.21 per pupil, including all the necessary bookkeeping forms, which are not textbooks in the ordinary sense. The original statement of the principal of Sacramento High School is submitted to the committee for its consideration.

Realizing the danger of basing a conclusion on insufficient data, we obtained statements from seven high school principals concerning the cost of high school textbooks. Each statement is signed by the principal of the school concerned and all of the originals are submitted for the consideration of your committee.

Following is a synopsis of these statements:

	Range of Cost	Average Annual Cost
San Diego	\$5.25— 8.05	\$ 6.78
Santa Ana		6.79
Auburn		4.31
Red Bluff		6.86
San Jose	4.19—10.61	7.40
Chaffey Union		3.90
Gilroy		6.00
		<hr/>
		\$42.04
Average.....		\$6.01

These figures are based on the theory that each pupil has purchased a new book in each subject. The principals estimate that the figures should be reduced by 25 per cent at least on account of the use of second-hand copies. This

would make the average amount expended annually about \$4.50 for each pupil.

COST OF TEXTBOOKS FURNISHED FREE BY
DISTRICT

In the first brief which we submitted to your committee we pointed out the desirability of maintaining the present plan of adoption by the district from a state list, and suggested that books so adopted should be purchased by the district and furnished free to the pupils. We called attention to the fact that districts could avail themselves of the discount of 20 to 25 per cent which is invariably allowed by the publishers where books are bought in quantity. We maintain that this is not only the best arrangement from the educational standpoint, but that it is more economical than the plan put forth by the proponents. Fortunately, we have figures showing the cost under the plan which we have proposed.

San Mateo has been supplying textbooks free to the pupils of the high school, paying for them out of district funds. The cost for each pupil enrolled last year was \$3.16. Books have been ordered for next year, and the cost thereof for each pupil enrolled is \$1.72. It is probable, however, that the average cost for each pupil enrolled will amount to approximately \$2.50 each year. We are filing with your committee the original data supplied by the principal of San Mateo Union High School. We submit this plan, which will secure a saving of approximately 50 per cent in the cost of books, as far more worthy of your recommendation than the plan offered by the proponents. The plan we suggest will conserve the interests of the parents and taxpayers; it will render high school education free, and will maintain for the high schools that degree of freedom which is essential if

they are to do successful work. As against the plan of the proponents, which is destructive, educationally wrong and economically hazardous, we offer you a plan which is constructive, educationally right and economically sound.

ESTIMATES THAT DO NOT CHECK WITH
ACTUAL FIGURES

On page 15 of their brief the proponents of state uniformity present figures purporting to show what the State Printing Office can save by printing high school textbooks in the more common branches. These figures are so remarkable that we have given them more than cursory consideration. The proponents state that they can save \$7,100 on the publishers' list price of \$11,000 for an edition of 10,000 books in English. You will note that the estimated cost of this edition is \$3,900, including an allowance of 25 per cent of the list price for royalty. The royalty on this edition, based on 25 per cent of the list price, would amount to \$2,750, leaving only \$1,150 for the manufacturing cost. This is just 11½ cents per volume. Now every English book listed at \$1.10 in use in the high schools of this state contains approximately as many pages as the Brief History of the United States, published as a state series text for use in the elementary schools. The manufacturing cost of this book, according to the proponents' own figures (Page 2 of their brief), is 21.1 cents. We would request that the proponents explain this glaring discrepancy. Is the manufacturing cost of the Brief History too great? Or have the proponents suddenly discovered a labor-saving process that will cut the manufacturing cost of textbooks in two? We believe that the real explanation is that the figures given on page 15 are a product of the crudest guess-work.

A little further analysis shows that

they are most unreliable. For every one of the ten books listed, the proponents claim a saving of 65 per cent on the list price. We ask you to compare this claim with the statement in the proponents' brief (Page 4) that the saving through state publication of elementary school books is 52 per cent. Will the proponents explain how they will be able to save 13 per cent more in publishing high school textbooks than they are now saving in publishing elementary school textbooks? The utter absurdity of this claim is apparent when we recall that the number of copies of each high school textbook required annually will be about one-tenth of the number of each of the state series of elementary textbooks required.

HAS THE PLAN OF STATE UNIFORMITY IN
CALIFORNIA ELEMENTARY SCHOOLS
BEEN SO SUCCESSFUL THAT IT
SHOULD BE EXTENDED TO
HIGH SCHOOLS?

The proponents base their chief argument for state uniformity of high school textbooks on the success of state uniformity and state publication in the elementary schools. To show the success of the plan, they submit certain statistics which we will accept as a basis for this discussion. The claim is made that the State Printing Office is saving the people of California \$224,893.87 per annum. The basis for reckoning the saving is the publishers' list price. We wish to point out, however, that in other states where state uniformity of elementary school textbooks prevails, the books are furnished by the publishers at a discount of 25 per cent on the list price. (See U. S. Bureau of Education Bulletin, 1915, No. 36, page 66.) If California were to purchase its books directly from the publishers, it could secure a discount of 25 per cent on the publishers' list price. We must, therefore, deduct from the amount of saving

claimed by the proponents an amount computed at 25 per cent of the list price, or \$116,636.62. This reduces the saving under state publication to \$108,257.25.

We cannot refrain from pointing out that previous to Governor Johnson's term the apparent annual saving on elementary school books, after deducting 25 per cent as discount, was only \$6,797.11. These figures are computed on the basis of data supplied by the proponents in their brief, so they cannot be questioned. Moreover these figures were made when the cost of manufacture was much less than it is today. In the circumstances, we cannot concede that state publication of elementary school textbooks was successful previous to Governor Johnson's term, and we cannot concede that it will be successful in the future unless we assume that the improvement in the State Printing Office under Governor Johnson's administration is permanent. We submit that state uniformity and state publication of elementary school books has not been so markedly successful as to justify the extension of the principle of state publication to high school textbooks.

RATIO OF ROYALTY TO TOTAL COST

On page 15 of the brief filed by the proponents there appears a list of the high school books which they claim can be printed at the State Printing Office at a saving to the state. A careful study of the table and of data we have collected will show that these books will cost considerably more under state publication than under our suggested plan.

On page 9 of the proponents' brief you will find this statement: "*The royalty amounts on elementary textbooks figured as follows: 15 per cent on retail sales price in other states, 33 per cent on our total cost, and 60 per cent on our manufacturing cost.*"

	Royalty	Mfg. Cost	Total Cost	Per Cent of Royalty on Total Cost	Number Distributed 1915-16
Primer	\$.048	\$.085	\$.133	36%	17,169
First Reader . . . . .	.048	.078	.126	38%	15,096
Second Reader . . . . .	.0525	.093	.1455	36%	17,364
Third Reader . . . . .	.06	.113	.173	34%	12,485
Fourth Reader . . . . .	.09	.128	.218	41%	11,069
Fifth Reader . . . . .	.09	.129	.219	41%	10,691
Speller One . . . . .	.025	.103	.128	19%	31,785
Speller Two . . . . .	.03	.101	.131	23%	20,446
First Arithmetic . . . . .	.0525	.104	.1565	33%	29,225
Advanced Arithmetic . . . . .	.09	.123	.213	42%	23,926
English Lessons I. . . . .	.0675	.139	.2065	32%	16,097
English Lessons II. . . . .	.09	.146	.236	38%	16,878
Introductory History . . . . .	.15	.142	.292	51%	10,848
Brief History . . . . .	.15	.211	.361	41%	16,796
Introductory Geography . . . . .	.09	.203	.293	31%	21,254
Advanced Geography . . . . .	.15	.349	.499	30%	23,910
Primer of Hygiene . . . . .	.06	.106	.166	35%	11,985
Civics . . . . .	.125	.168	.293	43%	9,722
Average.				35%	

The table above shows the per cent of royalty on the total cost of each book and the number of each book distributed in 1915-16:

We would have you note especially that the total cost in most instances is three times the royalty cost, as the proponents have stated. The average is about 35 per cent. We are justified in assuming, therefore, that the ratio of one-third between royalty and total cost is a reasonably constant one. We shall apply this ratio in a later paragraph in estimating the cost of those high school textbooks which the proponents purpose publishing.

PROBABLE ROYALTY COST

In our first brief we stated that it would probably be impossible for the state to secure the lease of plates to be used in publishing high school textbooks. The proponents suggested (Page 9 of their brief) that information on this point be secured. Our correspondence with publishers confirms our belief. Even assuming that plates can be leased, we pointed out in our

former statement that the royalty would be exorbitant on account of the small number of each book needed to meet California demands. The proponents have admitted that the royalty on plates for high school books will be higher than the royalty on elementary school books. (See page 15 of their brief.) They estimate royalty on high school books at 25 per cent, although the state is paying only 15 per cent royalty on elementary school books. The experience of Kansas in attempting to lease plates for high school books warrants the conclusion that if any bids for acceptable books are received, the royalty will be at least 30 per cent of the list price. (See U. S. Bureau of Education Bulletin, 1915, No. 36, page 66.)

Assuming, however, that the royalty charge will be 30 per cent, and the total cost under state publication will be three times the royalty, as the proponents have stated in their brief (Page 9), the cost of an edition of 10,000 copies of each of the books mentioned on page 15 of the proponents' brief would be as follows:

	(1)	(2)	(3)		
	Royalty	Total Cost per Copy	Wholesale Price per Copy from Publisher	Total Cost for 10,000 State Mfg.	Price for 10,000 Wholesale, from Publisher
English . . . . .	.33	.99	.88	\$9,900	\$8,800
Civics . . . . .	.37½	1.12½	1.00	11,250	10,000
Science . . . . .	.30	.90	.80	9,000	8,000
Economics . . . . .	.30	.90	.80	9,000	8,000
Algebra (Elem.) . . . . .	.30	.90	.80	9,000	8,000
Algebra (Adv.) . . . . .	.42	1.26	1.12	12,600	11,200
Geometry (Plane) . . . . .	.24	.72	.64	7,200	6,400
Geometry (Solid) . . . . .	.22½	.67½	.60	6,750	6,000
Bookkeeping . . . . .	.42	1.26	1.12	12,600	11,200
Spanish Grammar . . . . .	.37½	1.12½	1.00	11,250	10,000
Total				\$98,550	\$87,600

LOSS OF THOUSANDS OF DOLLARS UNDER
STATE PUBLICATION

It will be noted that the loss sustained by the state on an edition of 10,000 copies of each book would be \$10,950. To this must be added the cost of making the adoptions. The experience of the State Board of Education in adopting books for the elementary schools proves that the cost of adopting books is no small item. The commissioners and expert readers must carefully investigate the books submitted and the Board must sit to hear arguments by the publishers' agents on the merits of the books. Under the present system the public does not incur any expense for adopting high school books.

The cost of adopting one elementary textbook is approximately as follows:

COST OF ADOPTING BOOK

Per diem of 7 members of State Board of Education, 2 days @ \$15 each.....	\$210.00
Expenses of 7 members of State Board of Education, 2 days @ \$5 each.....	70.00
30 days' time of Commissioner of Secondary Schools, investigating book, preparing brief, etc.	333.00
5 expert readers to investigate book, @ \$25	125.00
Clerical assistance in handling extra work	25.00

Total cost per book.....\$763.00

For the ten books included in the table we must therefore add \$7,630 to the cost, making the total loss to the state through state publication \$18,580. Taking the publishers' wholesale price as a basis, we find that the cost of these ten books under state publication will

be at least 21 per cent greater. If state publication of other books requiring smaller editions were undertaken, the loss to the state would be at least \$50,000 annually. This is assuming that a state printed book would be equally well printed and bound and the materials used of quality such that it would last as long as the one purchased in open market. From an economic standpoint, therefore, state publication of high school textbooks is out of the question.

SMALL ENROLLMENT, LONG USE,
GREAT LOSS

It would be unjust to continue the use of any given book until an edition of 25,000 was exhausted, as this represents the minimum number which the state could successfully print. How long would such an edition last? A few examples will be sufficient:

Third year Latin texts would last 26 years; fourth year Latin, 32 years; German texts, 10 to 11 years; English History, 11 years; economics, 18 years; agriculture, 33 years; household chemistry, 53 years. Shall we mortgage the interests of the boys and girls of the next generation and be compelled to teach that which is not true?

(1) The royalty is computed at 30 per cent of the publishers' list price.

(2) To find the total cost per copy, multiply the royalty by 3. (The proponents in their brief (Page 1) state that the royalty on elementary school books amounts to 33 per cent of the total cost.)

(3) Found by deducting 20 per cent from the publishers' list price.

II

EDUCATIONAL PHASES OF STATE UNIFORMITY

UNITY VS. UNIFORMITY

We are interested in maintaining such freedom in the matter of textbooks as shall make it possible to fit them fairly to the diverse needs of classes formed for various purposes and coming from varying surroundings. We do not want growing subjects to be crystalized about any one man's ideas. We do not want the study of any of the great fields of knowledge to be limited for an entire state to what is given in one textbook. We do not want to place a premium upon the study of traditional subjects and ancient knowledge by furnishing such textbooks free, as suggested by the proponents on page 14 of their brief, while the new and vital stuff of the day is sidetracked because the pupil must pay to get it. We do not want the marvelous advantages of UNITY muddled in anybody's mind with the deadening effects of slavery to UNIFORMITY. Finally, we recognize the necessity of careful scrutiny of financial methods involved in the different ways of furnishing textbooks. We recognize the great value of some central body to guard against careless expenditures for textbooks and evident mistakes as to the reliability or adaptability of such books. We would strongly deprecate any change that would replace the benevolent power of such a central body, subject to reason and to changing conditions, with the technical restrictions of complicated laws and the embalming effects of large financial investments and unnecessary financial ventures on the part of the State.

TEACHERS FIRST ADVOCATED FREE TEXTBOOKS

Let it be clearly understood that the educational people of the State are and have been generally favorable to free textbooks, and that the proposition, backed by careful investigation of the experience elsewhere, that textbooks should be free, was made by them long before any other bodies had even discussed the matter.

The State Association in 1902 adopted the report of a committee favoring free textbooks, and later the Southern California Association adopted a similar report. It thus appears that the teachers of the State, whenever they have made any investigation of the matter, have reported favorably to free textbooks, and largely on financial grounds. But there has never been any report from any State teachers' body favoring uniform textbooks for high schools.

None of the objections to uniformity apply of necessity to free books furnished by the district, either with or without State aid. Local adoptions can have thrown about them all necessary care and oversight. Limitations can be placed on expenditures, so that interests of economy can be conserved and still educational conditions and aims be fully met. The State Board of Education can adequately guard all interests concerned. Free books have their objections, but these objections apply to them if uniform just the same. They are largely objections of sanitation and administration.

It is worth while to note that we may compel districts to provide textbooks free within a given period, give State aid if we think best so to do, and still be free to retire from this position at any time we think best to do so, or provide for uniformity or State printing if we then think it wise, without

financial loss to the State in making the change. On the other hand, the undertaking of production of these books by the State means not only uniformity, but long continued use of the same textbook, good or bad, and an investment by the State that renders any modification of our course in the light of experience, our own or that of others, most difficult.

THE TEXTBOOK A BODY OF KNOWLEDGE

The textbook is primarily an accepted body of knowledge. Time was when we were able to include between the covers of a textbook pretty much all the accepted body of knowledge in any field. Today, such a body of knowledge in most fields would fill libraries. Different textbooks present different portions of this body of knowledge according as people and schools differ in their estimate of what is most fundamental. Even teachers differ frequently as to what they can give with greatest effect. While any good teacher may be able to present with average success any portion of his own field, a teacher is frequently found who can do work of remarkable effectiveness in some portion of the field where he has exceptional education, experience, or native talent.

Thus it is quite within the realm of reason that at times it may be in the interest of efficiency to make this work possible. Whether it is financially expedient is then the question for some responsible authority to decide. Where the young people in different parts of a state have been educated in a given field—say civics—in different textbooks, the equilibrium of the state as regards this field is maintained after these young people leave school and become an influential part of the State by the attrition of these various ideas and ideals upon one another. In other

words, the larger education is the education the young people of the state give each other as they bring into the contact of real life their various views obtained in school life. It is fortunate for the educational breadth of any state if its school views have not all been obtained from the same book.

THE TEXTBOOK A MODE OF APPROACH

A textbook is not only an organized body of knowledge; it is also a mode of approach. As long as schools were for "born scholars" only, and so-called culture was the sole aim of the school, Greek roots and science were on equal footing. Today all are going to school and are demanding that school work shall appear to them rational and worth while attempting. That it may do this, it must find its roots in the real life the pupil knows and must show itself in some degree applicable to the solution of the life problems he anticipates meeting. The demand is that education shall be practical, growing out of the surroundings of the pupil and helpful to him in living a larger and more effective life than he could otherwise do. The selection of a textbook is one important factor. It is the prescription.

The local physician may not always be able to make the wisest prescription, but it is very certain that a committee at a central point should not be expected to make the wisest diagnosis of the local needs. Co-operating in a reasonable way, a central committee could do the work of an expert consulting physician. The demand for more practical education, applicable to life and derived from real surrounding conditions, has given rise to a flood of new textbooks meeting this need with greater or less success. But those books adapted to one purpose, or to one set of conditions, are thereby less adapted to some other purpose or set of conditions. Such efforts

are the hope of popular education. Stifle them and we are tied to the past. The body of teachers will naturally teach largely as they have been taught, but the cutting edge of progress for them and for the schools is the new textbook that links some field of knowledge up with life in a new and more effective way.

TEXTBOOKS AS TOOLS

The textbook is not only a body of knowledge and mode of approach, but also a tool in the hands of the teacher. A teacher may, to be sure, teach any subject of which he is a thorough master, without a textbook, but only as he practically makes a textbook himself. Teachers of excellent abilities in the class room may be wholly unable to organize the equivalent of a good textbook even if they have the time, and the ordinary textbook on the market requires years for its completion. An occasional experiment without a textbook may be advisable for temporary reasons, but is not usually compatible with greatest efficiency.

How the conception of the textbook as a tool may call for a difference in textbooks in different schools is apparent if the kind of textbook in civil government for instance, required by a teacher of a class in a large city high school be compared with that required by the teacher in a small rural high school, who frequently finds that in addition to other subjects he must teach the civil government. The former, with large reference libraries at hand, both in school and city, with time to organize the work and take his class to study first hand the details of city and county government, wants a mere outline for the textbook and prefers that his pupils should not be prejudiced by arguments and conclusions drawn by an authority already adopted and accepted. The

rural high school teacher on the other hand, must have a book that will largely carry the subject, to which he can scarce give the time for recitation. A system that would permanently and certainly prohibit principals from having any possible voice in the selection of the tools their teachers must use, would doubtless be held in the same regard by them, as a system by a superintendent of a manufactory that would permanently debar him from having any voice or power of recommendation of machines or tools that he sees will make for efficiency.

NARROWING INFLUENCE OF THE SINGLE TEXT

It is as preposterous to demand that all high school teachers use the same text as it would be to demand that all carpenters use a Simonds or a Disston saw. Is there not the same reason for prescribing uniform apparatus in all the laboratory sciences; uniform tools in the industrial art courses; uniform equipment in all the commercial departments, and indeed, uniform articles in all general school supplies?

The courses and the textbooks must not only be chosen to suit the varying needs of the pupils and of the communities in which they live, and be adapted to the individuality of the teacher, if the highest efficiency is to be attained, but these textbooks must be selected in relation to the school equipment. This is true in all departments, particularly in the cultural subjects of History, English, Economics, to say nothing of the laboratory courses, whether in the sciences, commercial work or other branches. How could a small high school, with few, if any books, use successfully a history text calling for a great deal of supplementary reading? Should the Los Angeles High School, on the other hand, with 8100 volumes in

its own library, be compelled to use a text without such a rich fund of supplementary materials? There would be a gross injustice in compelling all schools to follow the same course and to use the same laboratory texts or manuals in the sciences. The small high school would find it utterly impossible to purchase the apparatus and supplies required by the science courses as given in the Oakland Technical High School. It would be a greater injustice to limit the efficiency of the larger high schools by expecting them to conform to the same course requirements as some of the meagerly equipped schools of the state.

There are numerous subjects that are being newly taught in high schools such as economics—a study of the principles underlying the business world—in which crystallization by the long-time adoption of a single textbook would chloroform the subject. General Science is everywhere coming in as necessary, it being only ordinary good sense to believe that young people should be made acquainted with the science of common things in this, an age of science. But the ventures at textbook making in this field have thus far been wholly inadequate. Even so formal a subject as algebra has recently received some lively and practical contributions to its list of textbooks. A most excellent textbook has just appeared, in which all algebraic formulae are derived from such ordinary surroundings as the sewing machine, the turning lathe, the traveling crane, and the more common machines of the shop, so that the subject is not a mere juggling of symbols. It will probably be the making of boys and girls where it is used by a teacher who understands and appreciates it, because it makes the best of algebra real and discards what cannot be made real. Its successful intro-

duction, however, can hardly come by fiat. The teacher must recognize in it a needed tool. Science preparatory for engineering is not the same as science for home economics courses. Science adapted to needs of girls is not necessarily the science needed by the boys. The agricultural and horticultural conditions in different parts of the state demand treatment in textbooks differing the one from the other.

Instances requiring difference of treatment impossible in case of state-wide adoption might be multiplied at length. "Probably no one of all the thousands of high schools", say Strayer and Thorndike in their book on Educational Administration, page 175, "is doing the best possible thing for education, but most of them would do worse than they now do if they all did do the very best possible thing for any one of them."

It has been asked if there are not subjects in which there is practically no change. It has been suggested, for instance, that the Greek Epics of Homer are not liable to any violent changes in the general disturbances of modern life; that the *Lady of the Lake* is the same as when written; and so with the classic literatures of other languages. Would it not be advisable, we are asked, to make these uniform as to edition and perhaps print them at our state printing office even though the pupil must purchase his other textbooks? If such text as "*Lady of the Lake*" for instance, were made uniform and free, other literature, no matter how much more practical or well adapted to the purpose in hand, requiring a textbook to be bought would be sidetracked. We should at once see the tendency to give only those subjects in which the book is free. Spanish would give place to Latin. Similar examples

in other fields of educational endeavor come readily to mind.

UNIFORMITY A DANGEROUS ADVENTURE

In our opinion, your Committee would do well to consider carefully the likelihood of the State being able to command the best of the textbooks already written or to obtain for State use with any certainty the best of our local product. Your Committee should also determine whether really successful textbooks can be written to order.

We believe that it is the business of the State, where possible, to protect its citizens against egregious and costly errors of judgment. Fortunately, in this case, it is not necessary to throttle initiative or hamper progress to do it. There is ample experience both outside and inside the State of California to draw upon. Many States and hundreds of cities have tried free textbooks. Their experience covers many years. There is no necessity for making any excursion into the sea of untried policies. We have a State Board of Education that was created to bring to us the light of the world's experi-

ence and keep in full touch with the real educational situation in California. They can keep the State from foolish and dangerous adventures, but only as the State through its organization consults them and listens to them. We are but a temporary committee of a voluntary organization. Without doubt we do, in this matter, represent the teachers of the State. The State Board of Education in a permanent and authoritative way represents not the teachers only, but the entire educational interests of this State. To the State Board of Education we refer your committee for any factors on either side of the question that we have overlooked or through unwitting prejudice have failed to state fairly.

Finally, we submit that a unified educational system does not involve uniformity. Unity of effort implies rational co-operation among factors differing as widely as the conditions that surround them. Uniformity means mechanical duplication, displaces reason, and stops progress.

Unity is the law of life. Uniformity is the rule of death.

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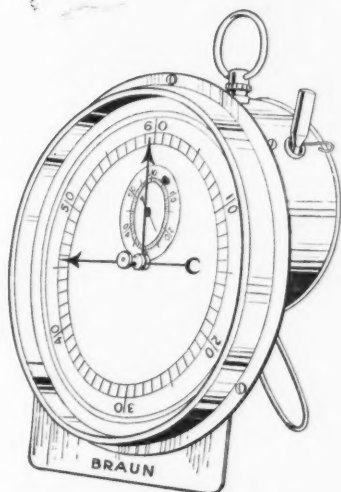
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The secret of the success of our No. 20 Saw Bench in the
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SCHOOL DISTRICT No. 1

Portland, Ore., March 7, 1916.
American Wood Working Machinery Co., Portland, Ore.

Gentlemen:

Yours of recent date received. The No. 20 Saw Bench the Board purchased of you for use in our Pre-Vocational Shop is giving perfect satisfaction in every respect.

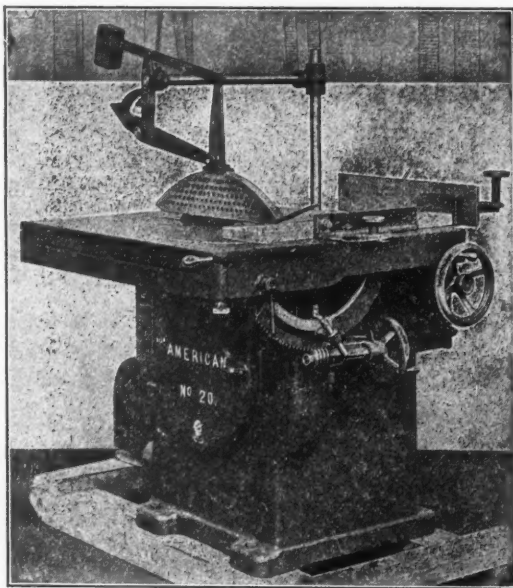
The feature that attracted me most favorably was its solid construction. Most makers of Manual Training machines seem to have the idea that because a boy is going to operate it the machine must be light. On the contrary, I find the more solid and substantial machine much safer and much more accurate.

I have certainly worked our table to the limit both extra heavy and extra light duty.

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